THE POTENTIAL FOR ENGAGING PART-TIME FACULTY IN COMMUNITY
COLLEGES IN ADDITIONAL ROLES:
PERCEPTIONS AND ATTITUDES OF PART-TIME FACULTY AND
ADMINISTRATORS

by

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Abstract

This study examines the potential for engaging part-time faculty in public colleges in additional roles beyond those directly associated with instruction. Surveys were sent to part-time faculty at three Ontario colleges to examine their interest in additional roles, the conditions under which they would be willing to assume these roles, and the impact that they feel the additional roles would have on their satisfaction, commitment and the quality of their teaching. The literature review examined the status of non-full-time faculty in North American colleges, as well as theories on motivation and leadership, particularly with respect to the motivation and leadership of part-time and contract workers. The survey results, as well as the findings from subsequent interviews with part-time faculty, indicate that there is strong interest among the part-time faculty in assuming additional roles, with approximately three out of four respondents indicating at least some level of interest in assuming an additional role. The respondents indicated that they would be willing to do so for reasonable compensation and they feel that additional roles would increase their commitment to their college, job satisfaction and quality of teaching. The interest extended across all of the discipline areas in which faculty were engaged and the greatest interest was for assuming roles that were linked to curriculum development, program planning and counselling.

The feasibility for effectively engaging part-time faculty in these additional roles, notwithstanding their limited interaction with senior college leadership, was assessed in relation to theories on leadership and motivation. Interviews were conducted with college administrators to explore the institutional interest in engaging part-time faculty in these additional roles. Although considerable interest was expressed, constraints associated with the categorization of part-time faculty for collective bargaining within Ontario were cited by both faculty and administrators as impediments to the effective use of faculty in additional roles, as was the lack of available funds to initiate the types of projects in which they felt part-time faculty could be effectively engaged. Given the substantial interest among part-time faculty and administrators for engaging part-time faculty in additional roles, it appears probable that this practice will continue or expand where not significantly inhibited by other factors.

Acknowledgements

I would like to acknowledge the wonderful support and guidance provided by my thesis supervisor, Professor Michael Skolnik. I have had the good fortune of receiving Professor Skolnik's feedback on numerous items over the last few years, and in each case I eagerly awaited and devoured his comments. Michael is the most engaging reviewer of materials with whom I have had the pleasure of interacting and I have learned a great deal from his observations and suggestions. I also wish to acknowledge the valuable advice I received from Doctors Angela Hildyard and Peter Dietsche, the other two members of my thesis committee – their suggestions were consistently informative, interesting and very helpful. I wish to acknowledge my original supervisor, Professor Berta Vigil Laden, who provided valuable feedback early in the process. Tragically, illness claimed her during the period of my work. Berta had a very warm heart and her encouragement was deeply appreciated.

I wish to acknowledge the part-time faculty who took the time to complete the surveys, and the part-time faculty and administrators who took the time to be interviewed. I was impressed by the strong commitment I observed for the provision of high quality learning experiences to students, and to the advancement of the colleges. Finally, I wish to acknowledge the strong editing support I received from my daughter Nicole. She has an eagle eye and a wonderfully logical mind, and she uncovered numerous errors that have since been corrected. Of course, all mistakes that remain are mine. Despite the wonderful guidance and support I enjoyed, I suspect that I have introduced and maintained several errors, and for that I apologize to the reader.

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Dedication

This work is dedicated to Kim, my wife; Nicole and Kelsey, my two daughters; and to my mother. My wife has been a wonderful partner for over thirty-five years and she challenges me intellectually in ways that encourage me to examine issues from alternate perspectives and to explore new options. She has been both patient and encouraging as I have neglected personal commitments and responsibilities to complete this work. My daughters have been tremendously understanding and supportive as I have been both less available, and less responsive to their desires and needs. I am impressed by the intellectual fire that burns in each of them and I hope that I am able to kindle their ideas, as they have mine. Finally, I dedicate this to my mother, who passed away during the period in which I was performing the data collection for the thesis. She inspired me and others by her strong sense of ethics, unfailing good nature and her celebration of the success of others.

Introduction

The trek to a completed dissertation is a fascinating journey. By the very nature of the task it involves a crossing into the unknown, resulting in the inevitable twists and turns that occur as concepts are explored and new information is assembled. Such has certainly been the case for my journey, and in this introduction I want to give the reader a sense of the deliberations that gave rise to this thesis, in order to lay bare the tangled web that underlies the engagement of part-time faculty.

I have been fascinated with the concept of leadership for some years. What is it that causes some of us to follow others? Is it the leaders' traits, their behaviours, their commitment to a higher goal, the situation or some combination of these? Is the concept of leadership different in an organization composed of professionals? More specifically, what constitutes strong leadership within a college environment? As I pursued these questions I became very interested in the concept of leadership as it applies to part-time faculty. Many of the prerequisite conditions for leadership to flourish appeared to be lacking with respect to this group of faculty. They seemed to rarely interact with the leadership of the institutions in which they were engaged. Their conditions of employment appeared to lack many of the classic factors required for job satisfaction. And yet institutions are relying upon non-full-time faculty for an increasingly large percentage of their teaching. I began to wonder if leadership mattered at all. If a large portion of an institution's primary function can be delivered by a group that doesn't appear to be experiencing leadership in the traditional sense, then why worry about leadership? On the other hand, if a large percentage of the work is being delivered by a group that is not fully engaged by the leadership, and if leadership matters, how much could college performance be enhanced if the leaders engaged more effectively with the non-full-time faculty?

The possible paths for the journey were numerous, so by necessity I narrowed my examination to those areas in which I felt that I could make a contribution. Could engaging part-time faculty in additional ways contribute to their commitment to the institution and their effectiveness; and would administrators want to engage a portion of the part-time faculty contingent in these additional roles?

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Background and Purpose

Part-time faculty constitute a majority of the individuals who teach within community colleges in North America and they deliver a substantial portion of all instruction. Numerous studies have been completed with respect to the conditions under which these faculty operate but little research has been performed on the level of involvement of part-time faculty in activities that are not directly related to their classroom assignment. However, even in non-research institutions, the role of faculty is far more than the teaching of assigned classes. Faculty contribute to the long-term health, growth and ultimate success of colleges through a variety of activities that serve to both develop and implement organizational goals, as well as to enunciate and inculcate the institutional values. As both the literature review and the study's survey results demonstrate, many part-time faculty feel disassociated from their college despite a strong attachment to their students. Research on organizational effectiveness suggests that organizations experience higher levels of success when there is general understanding and agreement amongst employees on the goals and the values of the organization and on the manner in which their achievement can be pursued (Owens, 2001; Waterman & Peters, 1982; Maxcy, 1991). Maintaining working relationships in which many front-line staff, that is the part-time academic faculty, are clearly not integrated into the organization appears to run counter to many of the tenets of organizational effectiveness. The lack of congruence between the current part-time faculty environment and accepted beliefs with respect to organizational effectiveness has implications for both organizational structure and leadership within community colleges. This study will focus on those contributions that part-time faculty would be willing and able to make beyond those activities which are directly related to their assigned teaching, the factors that would contribute to their willingness and ability to effectively contribute in this manner, and the interest of college leaders in engaging part-time faculty in additional roles.

As the review of the literature in Chapter Two demonstrates, there is an increasing reliance on part-time faculty, a majority of faculty within community colleges is part-time, and in many institutions they deliver the majority of the instruction. Despite this growing prominence, questions relating to how, and what, these individuals could

contribute to the overall growth and development of their organizations appear to have either been ignored, or dismissed as not worth pursuing. Colleges may be missing a significant opportunity to engage a bright, diverse and experienced group of employees in the effective growth and development of the organization.

Problem Statement

In order to explore the impact of this part-time faculty/institutional relationship on the achievement of overall college goals, I focused on the following three questions:

1. In what ways do part-time faculty feel that they could make significant additional contributions to their college?

2. What factors would motivate part-time faculty to make these contributions and what factors would make them feel satisfied in making these contributions?

3. Are college administrators inclined to engage the part-time faculty in these additional roles?

In order to assess the relationship between the factors identified and the current working environment, the surveys and interviews explored the extent to which the factors identified as important to the commitment of part-time faculty are currently present in their current working conditions. Data were collected in a manner that permitted comparisons to be made with the substantial data collected in the United States with respect to the four broad categories of part-time faculty as defined by Gappa and Leslie (1996): career enders; specialists, experts and professional; aspiring academics; and freelancers.

Surveys were distributed at three Ontario community colleges. The surveys explored the reasons part-time faculty had for choosing their roles, their working conditions, their satisfaction and perceived level of engagement with their college, the nature of the additional roles in which they may want to engage, and the nature of the conditions that could motivate them to do so. Interviews were conducted with six faculty to further probe the views expressed, and with eight senior administrators in the colleges being surveyed to assess the extent to which they believe that the additional contributory roles, as identified by part-time faculty, could be of value to their college.

Definition of Part-Time Faculty

I have referred to the group under study as both non-full-time faculty and part-time faculty. Although the former term is more accurate in its description, the latter term is used more commonly in the literature relating to this group. Judith Gappa (1984), who has written a great deal on the use of part-time faculty, defines them as:

> anyone who (1) teaches less than the average full-time teaching load, or (2) has less than a full-time faculty assignment and range of duties, or (3) may have a temporary full-time assignment. The definition excludes full-time faculty or staff who are teaching on overload and graduate assistants who are teaching part-time in the department where they are also pursuing a graduate degree. (p. 5)

Gappa notes that this definition is far from universal, and that one of the challenges in assessing statistics on part-time faculty is the variation in definitions one encounters in different institutions and studies. Roueche, Roueche, and Milliron (1995) note that the term "adjunct" was also an unreliable synonym for part-time faculty.

> [A] few months into our investigation, we discovered that the terms *part-time* and *adjunct* could not be used interchangeably at many institutions, that the term *adjunct* sometimes identified a tenure-track or a 'full-time part-time' employee. Therefore, we decided to abandon the term *adjunct* altogether for the purposes of this study. (Emphasis in the original. p. 24)

For the purposes of this study, I have adopted Gappa's definition, with the clarification that it excludes faculty in a full-time position who are teaching a reduced load. Additionally, I limited my data collection to faculty who are teaching in full-time programs. For the purpose of this study, full-time programs have been defined as those programs offered during the day that involve primarily full-time students. In Ontario's community colleges the term distinguishes these programs from activities that are classed as continuing education, courses offered primarily in the evening to students who attend on a part-time basis. The nature of the expectations and attachment of part-time faculty teaching in continuing education were presumed to be qualitatively different from part-time faculty who are engaged in full-time programs. Although this view was expressed by several of the administrators and faculty interviewed, it may or may not be the case. However, in order to obtain sufficient data to investigate the difference I would have had to expand my study beyond what was feasible.

Boundaries of the Study

The implications of this research may well extend beyond the boundaries of Ontario, but to keep the study manageable data collection was limited to three Ontario community colleges. The colleges consisted of a large urban college, a medium-sized college in a city outside of the greater Toronto metropolitan area and two small rural campuses of a multi-campus college. Although these colleges were selected to be representative, no attempt has been made to verify views about assuming additional roles beyond these institutions. The responses indicated remarkable similarities in the views of faculty and administrators at these three institutions, suggesting that the implications of the study are likely to apply more universally than solely at these institutions, or solely within Ontario's system of community colleges. Nonetheless, all data collection was conducted in Ontario and each of the administrators interviewed had spent their entire post-secondary education career within the Ontario system. Hence, to the extent that there are unique characteristics of the Ontario colleges they will tend to be reflected in the results of this study. As previously noted, the data collection was limited to part-time faculty matching the Gappa definition who were engaged in full-time programs.

Organization of the Thesis

This thesis has been divided into five chapters, with this first chapter being the introduction.

Chapter Two will review the literature relating to part-time faculty, faculty contributions beyond the classroom, motivation and leadership. The chapter begins with an examination of the statistics that exist with respect to the use of part-time faculty, their working environment and employment relationships. The section on motivation examines both general theories on motivation as well as specific implications for the motivation of part-time employees. The portion on leadership examines definitions and theories on leadership, the role of values and culture in leadership, and the implications of these theories for the engagement of part-time faculty in roles both within and beyond the classroom. The chapter concludes with the presentation of a theoretical model for examining the factors that may influence the leadership and motivation of part-time faculty.

Chapter Three describes the methodology employed for the study, including the study framework, the rationale for the sample selection, the survey methodology, the interview methodology and the techniques employed for consolidating and analyzing the data. In addition, the chapter reviews the validity and reliability of the data and examines ethical considerations that influenced the methodology.

Chapter Four provides a brief overview of the Ontario community college system, including the environmental factors that are currently impacting the colleges, followed by the presentation of the findings from the surveys and interviews. The survey results provide the demographic profile of the part-time faculty who responded, followed by an examination of their current working conditions and levels of satisfaction. In addition, the surveys explored their understanding of, and commitment to, their college's mission and goals. The surveys revealed that there is a strong interest in assuming additional roles and a belief that doing so would have a positive impact on the commitment, satisfaction and quality of teaching of part-time faculty. The findings from the interviews are interspersed with the survey results to provide both context and depth. The findings provide an indication of the areas in which part-time faculty would be interested in assuming additional roles and their self-assessed level of expertise within these areas. Both the survey results and the faculty interviews also explored the conditions under which part-time faculty would be interested in assuming additional roles, and that they feel would make them feel satisfied in doing so. The findings from the interviews with administrators provide an indication as to the extent of interest among administrators in engaging part-time faculty in additional roles as well as an indication of the impediments that are anticipated in doing so.

Chapter Five addresses the research questions based upon the findings presented in Chapter Four, and places these findings within the context of the conceptual framework presented in Chapter Two. The limitations of the study are presented and reviewed. Finally, as frequently happens in studies of this nature, far more questions arose as a result of the study than were answered and these new questions have been proposed for further research.

Leadership Revisited

I started this chapter by noting the impact that the study of leadership has had on my choice of research area as well as on the framework of the study. I will conclude by suggesting how the implications of the study engage questions of leadership. Senge (1990) noted that there are three primary roles associated with leadership: designer, steward and teacher. The designer creates the systems, structures and environment that will allow the right outcomes to flourish. The steward needs to be cognizant of the value associated with existing traditions, practices and roles, and ensure that this value is not unnecessarily diminished when new systems are put in place. The teacher helps others learn how to implement change, establish the new norms, and embrace the opportunities that arise. As you read of the current state of part-time faculty engagement in the colleges, and reflect upon the opportunities that exist, I suspect that these leadership roles will resonate strongly with the challenges revealed.

Review of the Literature

This chapter presents a review of literature in three distinct fields: part-time college faculty, motivation, and leadership. With respect to the first, part-time faculty in community colleges, the review explores the definitions and categorizations that have been employed in previous research in the field, statistics related to the use of part-time faculty, an examination of the nature of the various employment relationships in which part-time faculty are engaged, and an overview of the nature of faculty contributions that extend beyond the classroom. The second field, motivation, is examined in order to develop an appreciation for why part-time faculty choose to be part-time faculty and to establish a theoretical base for assessing the conditions under which they might want to engage in additional roles in a manner that would satisfy them. Finally, if this study is to adequately explore the potential for changing the manner in which some part-time faculty contribute to their institutions, it will be important to develop a theoretical framework for the manner in which colleges can make this further engagement successful. In particular, since the strength of the interaction between institutions and part-time workers is frequently tenuous, how can the leaders of the institutions foster this further engagement in a manner that furthers the vision and mission of the institution?

The review of the literature did not uncover previous studies addressing the major questions associated with this study. Although several references examined the opportunities for part-time faculty to participate in campus activities (Townsend & Twombly, 2007; Schuetz, 2002; Charfauros & Tierney, 1999) they neither examined the interest of part-time faculty in assuming additional roles nor the willingness of the colleges to use them in this manner. There were no references uncovered that examined the factors that could motivate part-time faculty to assume additional roles or of the conditions that would make them satisfied in doing so. Nor were there references that addressed the interest of academic institutions in engaging part-time faculty in these additional roles.

As the findings in Chapter Four demonstrate, part-time faculty indicated that they believed that assuming additional roles would have a positive impact upon the quality of their teaching. Although the literature review provided several indicators with respect to

the quality of instruction of part-time faculty (Roueche et al., 1995; McGuire, 1993) I did not uncover any studies examining the impact of additional roles on the quality of teaching.

Part-time Faculty

Part-time faculty defined and categorized

Prior to examining statistics relating to part-time faculty it is instructive to consider just who these individuals are. Judith Gappa (1984), who has written a great deal on the use of part-time faculty, defines them as:

> Anyone who (1) teaches less than the average full-time teaching load, or (2) has less than a full-time faculty assignment and range of duties, or (3) may have a temporary full-time assignment. The definition excludes full-time faculty or staff who are teaching on overload and graduate assistants who are teaching part-time in the department where they are also pursuing a graduate degree. (p. 5)

However, Gappa notes that this definition is far from universal, and that one of the challenges in assessing statistics on part-time faculty is the changing definitions one encounters in varying institutions and studies. Roueche, Roueche and Milliron (1995) note that the term adjunct was also an unreliable synonym for part-time faculty.

> A few months into our investigation, we discovered that the terms *part-time* and *adjunct* could not be used interchangeably at many institutions, that the term *adjunct* sometimes identified a tenure-track or a 'full-time part-time' employee. Therefore, we decided to abandon the term *adjunct* altogether for the purposes of this study. (Emphasis in the original. p. 24)

For the purposes of my research I have adopted Gappa's definition; it captures that group of faculty who have less than a full-time connection with the academic institution. Where this definition has not been applied in the research that follows, I will identify such as the case. With respect to the Ontario community colleges this definition translates into individuals who are categorized, from a labour relations standpoint, as part-time, partial-load or sessional. These definitions arise from the *Ontario Colleges Collective Bargaining Act* (1990), an act originally passed in 1980, which excluded certain categories of employees from union membership. In general, part-time faculty teach six, or fewer, hours per week; partial-load faculty teach more than six and no more than twelve hours per week; and sessional faculty teach more than 12 hours per week, but

their contract is for a limited term (*Ontario Colleges of Applied Arts and Technology Academic Employees Collective Agreement*, 2005-2009; *Colleges Collective Bargaining Act*, 1990). I further restricted my surveys and faculty interviews to faculty who were teaching within full-time programs, however the review of literature will reflect information from studies that includes non-full-time faculty teaching in a variety of programs.

One of the major contributions of studies on part-time faculty during the 1970s (Gappa,1984) was the creation of several different categorization schemes in an attempt to develop an understanding of who the part-time faculty were. The American Association of University Professors study conducted in 1976-77 (Tuckman, 1978) identified seven mutually exclusive categories of part-timers. Tuckman's categories were as follows:

> The **semiretireds** constituted the most homogenous group of part-timers. This category was restricted to former full-time academics who scaled down to part-time work, former full-timers outside of academe who were semiretired, or those who had taught part-time during their entire career. The semiretireds taught fewer hours and were less concerned about future job prospects than were the part-timers in the other categories.
> The **students** were usually employed as part-timers in institutions other than the one where they were pursuing a graduate degree . . . They did not see their future as being tied to their current employer.
> The **hopeful full-timers** were those who could not find full-time academic positions . . . These people were flexible as to the hours they worked, highly concerned about their careers, and willing to be mobile.
> The **full-mooners** were individuals who held another, primary job of at least 35 hours per week . . . They spent relatively little time preparing lectures and other teaching activities, and they limited the number of hours they taught . . .
> The **homeworkers** worked part-time because they cared for children or other relatives . . .
> The **part-mooners** consisted of people working part-time in one academic institution while holding a second job of under 35 hours a week elsewhere . . .
> The **part-unknowners** consisted of part-time faculty whose reasons for working part-time were either unknown, transitory, or highly subjective. (pp. 27-28)

A major study by the University of Virginia (Leslie, Kellams & Gunne, 1982), conducted between 1977 and 1979, used the same categorization, and the individuals falling within each category were as indicated on the following page:

Table 1

Part-Time Faculty in Exxon/Virginia Study by Tuckman's Categories

Category	Virginia/Exxon Study		Tuckman's Study
	N	%	%
Semiretired	7	6.7	2.8
Students	2	1.9	21.2
Hopeful full-timers	7	6.7	16.6
Full-mooners	54	51.9	27.6
Homeworkers	11	10.6	13.6
Part-mooners	11	10.6	6.4
Unknown or indeterminate	11	10.6	11.8

(Leslie et al., 1982, p. 41)

The data suggest that part-timers are involved in part-time teaching for differing reasons. Both Leslie and Tuckman also found that the distribution of faculty into these categories varied with the nature of the institutions studied. For example, universities with significant research components would reflect a greater number of students, while urban community colleges would reflect high percentages of full-mooners (Leslie et al., 1982).

As research data on part-time faculty became more extensive by the end of the 1980s, the focus of categorization switched from primarily descriptive schemes to those that examined the motivation of part-time faculty. Based upon studies that Gappa and Leslie (1996) conducted in 1990-1991 they defined a set of four categories which they perceived as more useful in describing the motivations of part-timers. They conducted extensive interviews, including interviews with 240 part-time faculty, and they noted that the interview data provided them with:

> much more information about other components of people's lives, we found the patterns of work experience and motivation too complex to fit into the narrow categories Tuckman's topology [sic] suggests. (p. 338)

From her earlier research Gappa (1984) determined that there appear to be four different types of motivators which serve as the primary reason that part-time faculty choose to teach. The motives identified were personal satisfaction, enhancement of one's

academic profession, aspirations for a full-time traditional academic career, and economic (1984). With the aid of her later research with David Leslie (1993), she elaborated on the reasons why part-timers choose to teach:

> Part-time faculty have both intrinsic and extrinsic motivations to teach. Those with intrinsic motivations are almost always also employed elsewhere and are motivated to teach part-time because of the satisfaction the work itself brings them. (p. 37)

> Money, status and entrée to a full-time academic position are important motivations for many part-timers. Although we found these the most thwarted of part-timers' desires in practice, they nevertheless form a substantial core of reasons why many people elect this kind of employment. (pp. 38-39)

> Part-time faculty come from enormously varied backgrounds and life situations. They need a far more flexible set of options, rewards, incentives, and recognitions for their work. (p. 63)

> In our interviews, we encountered as many career profiles as we encountered freelancers. Their reasons for working part-time make sense in the context of their lives. (Gappa & Leslie, 1996, p. 344)

In summarizing their research on the motivation of part-time faculty, Gappa and Leslie (1996) noted that "the patterns of work experience and motivation [were] too complex to fit into the narrow categories Tuckman's topology [sic] suggests" (p. 338). They proposed four broader categories: *career enders; specialists, experts and professionals; aspiring academics*; and *freelancers*. Members within each of these categories share similar needs and motivations. An examination of factors which contribute to part-time faculty's willingness and ability to support broader institutional goals will need to explore the differences among these groups of part-time faculty.

Career enders are those individuals who are either partially, or fully, retired from their chosen career. Many of them may have spent their career in education, but the majority come from a wide variety of other walks of life. Regardless of their prior career, this group will bring with them a wealth of experience and a broad range of perspectives. They are not looking for additional opportunities within the college, but they frequently value recognition for the contributions that they make. This group appears to be growing in number, but it is not currently as large a percentage of part-time faculty as the next group.

Specialists, experts and professionals are those individuals "with a primary, usually full-time, career elsewhere. This group of people comes to higher education from a wide range of fields and careers and teaches for the love of it rather than because of a need for income" (Gappa & Leslie, 1993, p. 48). This is a very significant group, as "according to the NSOPF '88 [National Study of Post-Secondary Faculty 1988] data, over half of the part-time faculty in all institutions (52.5 percent) have other full-time employment" (pp. 50-51). They also tend to have been employed as part-time faculty for a longer period of time. "For almost all, their teaching represents a professional commitment, a community service, and a source of personal satisfaction" (p. 51). Integrating some of these faculty into traditional academic roles outside of the classroom may be a challenge. Gappa and Leslie quote one of the individuals they interviewed in this category: "I just enjoy teaching. The rest of what [the faculty] are involved in is a pain in the butt. Committee work is redundant and a waste of time" (p. 52).

The term *aspiring academics* had special meaning to Gappa and Leslie.

> We have relabeled Tuckman's hopeful full-timers *aspiring academics* because the focus of their career aspiration is not necessarily to teach full-time but to be fully participating, recognized, and rewarded members of the faculty with a status at least similar to that currently associated with the tenure-track or tenured faculty. (Emphasis in the original. p. 48)

Gappa and Leslie split this group into those who teach part-time at one institution, and those who have full-time loads, or beyond, at a combination of institutions (the 'freeway fliers'). The common thread between these groups appears to be frustration at not being able to devote themselves fully to one teaching position, and busy lives as a result of their divided roles.

The final Gappa and Leslie group is the *freelancers*. This group encompasses Tuckman's part-unknowners, part-mooners and homeworkers. This group is defined largely by what they are not. They are not at the end of their careers, are not aspiring to be academics, and are not fully committed to another career. For these individuals part-time teaching is a part of what makes up their overall life.

> Generally speaking, freelancing part-time faculty have much to offer the colleges and universities where they teach. They have varied experiences that they put to good use in the classroom. They tend to be resourceful and are able to use their

contacts and connections to benefit the college or university. All in all, they constitute a resource not easily found in other ways. (p. 61)

Much of the data on part-time faculty that exists today reflects either the Tuckman or the Gappa categorization schemes.

As will be seen in Chapter Four, the categorization scheme that I used for the collection of the survey data roughly mirrors the four Gappa categories. Respondents were asked to identify themselves as one of:

- retired from a full-time employment position and at this point in his/her life wishing to teach only on a part-time basis;

- hoping to become a full-time faculty member but at this time only able to obtain part-time teaching;

- involved full-time in another career, but enjoys teaching so has contracted for a part-time teaching position; or

- not involved full-time in another career but for personal reasons prefers to teach only on a part-time basis.

Statistics on part-time faculty

Prior to the last quarter of the previous century little research was done on part-time faculty (Banachowski, 1996; Gappa, 1984). Gappa noted that, "No aspect of higher education has been more neglected than part-time teaching, and as a result virtually all the available statistics are out of date" (p. 2). While Leslie, Kellams and Gunne (1982) identified the same lack of data, they noted with satisfaction the nature of studies that were beginning to be completed. Among the significant studies they noted were the:

- American Association of University Professors two year study (commenced in 1976) as funded by the Ford Foundation and led by Howard Tuckman (1978);

- University of Virginia study (commenced in 1977) as funded by the Exxon Education Foundation (Leslie, Kellams & Gunne, 1982) ; and the

- University of Maryland study, commenced in 1976, funded by the Carnegie Foundation (Leslie, Kellams & Gunne, 1982).

As will be noted later in this section, in Canada there is little more than numerical accounts of the number of part-time faculty and the percentage of credits that they deliver.

Leslie, Kellams and Gunne describe the Virginia study, with which Leslie was associated:

> By use of multiple methods, including carefully limited surveys, literature searches, extensive correspondence, and intensive field studies at 18 institutions, the Virginia project attempted to accomplish several specific goals. First, we sought to describe the parameters of part-time faculty employment in the United States. We also sought to describe the terms and conditions of employment under which part-time faculty work. Thirdly, we addressed the question of costs and benefits involved in employing part-time faculty. And finally, we explored the part-time faculty role. Through direct observation and field interviews, we sought to answer several questions about the motives, performance and rewards which shape the role played by part-time faculty. (p. 2)

The research results that follow depict the use of part-time faculty in the past. One question the reader may have in examining the research is where the data appear to be trending for the future. Although specific trends are hard to identify, Roueche et al. (1995) note that:

> No general trends or other indications forecast a reduction in the use of part-timers. Rather, there is ample evidence — fiscal constraints, faculty labor market factors, shifting demands for academic programs, and the like — that the numbers of part-timers will increase. (p. 4)

Thus, whatever the problems and challenges that educational institutions may now face with part-time faculty, there is no indication that the overall use of part-time faculty will be reduced in the near term.

The U. S. Department of Education's National Center for Education Statistics (2000) explored the results of the 1993 National Study of Post-Secondary Faculty. The report noted that 38% of the faculty in public two-year colleges were employed full-time and 62% were employed part-time. The report also noted that 79% of part-time faculty held other jobs outside of the college, and about two thirds of this group indicated that their other employment was full-time. Green (2007) notes that "budget constraints, decreasing state support, retirements, and changing enrolment patterns all play a role in the need for adjuncts" (p. 30). With respect to universities, Feldman and Turnley (2001)

note that in the U.S. the use of adjunct faculty has grown from where they constituted 20% of the faculty in 1968 to over 40% by 2001. Leslie and Gappa (2002) report that by 1995 only 35% of faculty in public two-year colleges were full-time. They note that part-time faculty average five to six years of teaching experience (compared to eleven to twelve years for full-time faculty) and fully half of the part-timers have five or more years experience with their current institution. Approximately 30% of part-timers report over ten years of teaching experience at their current institutions.

The American Association of University Professors (2006) (AAUP) note that the most recent statistics from the U.S. Department of Education indicate that in 2003 approximately 65% of all faculty positions at universities in the United States were either full-time fixed-term or part-time. Moreover, this represents a significant increase from 1975, the point at which the Department originally started to collect data in this fashion. The AAUP analysis indicates that during this period "full-time non-tenure-track appointments increased from 13 percent to 19 percent of all faculty. Part-time positions grew from 30 percent to 46 percent. Thus, these two categories of contingent positions combined represent two-thirds of all faculty employed in 2003" (p. 6).

In Canada, the data on part-time faculty are sparse. With respect to community colleges, Barnetson (2001) reports that a September 1999 study of Alberta's colleges determined that 44% of faculty were employed on a part-time basis, and 50.4% were employed on some form of limited term basis. (The two categories overlap.) Lin (2006) of Statistics Canada reported that from 1999 to 2005 the percentage of college faculty in Canada who were not full-time grew from 42.4% to 51.3%. In Ontario, in the 2006-2007 academic-year the community colleges collectively employed 11,326 part-time faculty as compared to 6,840 full-time faculty (Colleges Ontario, 2008).

With respect to universities in Canada, Rajagopal (2002) reports that more than one-third of all faculty members in Canadian universities are part-timers. However, she also notes that the statistics are not nearly as complete, or reliable, as those for the U.S. Her own surveys have determined that in Canadian universities there are more men in the part-time faculty ranks than women (54.1% as versus 45.9%).

The concern with the reliability of statistics relating to post-secondary institutions in Canada has caused Statistics Canada to suspend the collection and reporting of data with respect to part-time faculty appointments. As noted by the Association of Universities and Colleges of Canada (2007):

> The difficulties in collecting consistently reported data and in interpreting the data on part-time faculty led Statistics Canada to suspend its part-time survey in 2001. Data from the survey is only available for the period from 1992 to 1997 and on most variables in the survey, the institutional coverage was 40 percent or less. Statistics Canada is examining the possibility of resurrecting the part-time faculty survey and is currently consulting with universities across Canada to determine the most appropriate way to gather comparative information. (p. 24)

The Statistics Canada data that was collected during this period indicated a 10% increase in the use of part-time faculty during a period in which student enrolment increased by less than 5%. However, the data also indicated a significant divergence in Ontario where the use of part-time faculty actually declined by 4% during this same period (Omiecinski, 2003). Rajagopal (2004) notes that although in American universities the norm is to move to part-time appointments to save money on teaching salaries, in Canada greater unionization has resulted in a large number of short term contract positions as opposed to part-time engagements.

By 1993, Gappa and Leslie were no longer decrying the lack of basic data on part-timers. The focus of studies had switched to the nature of the relationship between the part-timers and the institutions for which they worked. In 1990-1991, Gappa and Leslie conducted a significant study over a seven-month period, in which they interviewed a total of 467 people, including part-time faculty, deans, department chairs, central administrators, and senior full-time faculty. They had previously identified concern regarding the nature of the relationship that institutions had with part-time faculty, and this study was intended to document the policies and practices being applied to the part-time faculty relationship. Their research indicated a wide divergence of practice.

> We found, in short, not a 'system' for using part-timers but a wildly random collection of institutional and departmental practices. We likewise found a discomforting universality in the feelings of part-time faculty that somehow they were being exploited, and blatantly so. (p. xiii)

Furthermore, they noted considerable disparity with respect to this treatment.

>Of greatest concern to us during our site visits, however, was the extent to which we observed the bifurcation of the workforce into haves and have-nots. The fiscal strategies of the institutions we visited often help create and reinforce this bifurcation. As the provost at our case study campus put it: 'There is a whole new category of permanent part-time faculty emerging who need to be treated better than an academic underclass.' (p. 106)

They also noted the tenuous nature of the employment relationship. "Eighty-five percent of part-time faculty members are hired for one year or less. Sixty-four percent are appointed for only one term at a time, and 20 percent receive an academic year appointment" (p. 152).

The extent of the use of part-time is becoming increasingly well documented. Linda Pratt (1997) notes that:

>According to the most recent data collected by the United States Department of Education, the percentage of faculty members holding part-time positions has risen from 22 percent in 1970 to nearly 45 percent in 1992. The percentage of part-time faculty in community colleges has risen to almost 65 percent. (p. 265)

However, despite the availability of this data, many of the leaders in the institutions appear to be unaware of the extent to which part-time faculty are utilized:

>Many college administrators and full-time faculty told us that they were surprised, if not shocked, when they documented the actual number of part-time faculty employed on their campuses, and that their surprise turned to concern — not only were the numbers frequently larger than they had believed, but they were on the rise. Many recalled that their next concerns (not necessarily in this order) were about how part-timers represented their college; how they affected the teaching and learning environment — for example, cost, scheduling, and quality of service; and how they fit into the college — for example, what roles they actually played. The challenges that part-timers represent are not isolated in particular components of a college; rather, they impact the entire institution and must be addressed by everyone. (Roueche et al., 1995, pp. vii-viii)

The authors note also that the relationship of the part-timers with their institutions is not nearly as transitory as their employment relationship would suggest.

>Many part-timers have taught at their institutions for a number of years. Research data indicate that in 1988, while 52.5 percent of the part-time faculty in public two-year institutions had fewer than four years teaching in their current institution, more than 35 percent had more than four, and some had more than twenty years. (p. 10)

By comparison within Ontario community colleges, the survey results presented in Chapter Four indicate that approximately 32% of the survey respondents had been with their college for six years or more.

With respect to the extent to which part-time faculty are used within the community college sector, Roueche et al. determined that in 1993,

> part-time faculty represent[ed] 58.28 percent of all faculty teaching in AACC-member [American Association of Community Colleges] institutions. The percentage of part-time faculty ranged from 3.7 percent and 8.8 percent in two of the small colleges responding to the survey, to 89 percent in one large, non-district college. (p. 27)

Furthermore, they determined that "of all the instructional credit hours delivered by AACC member institutions in fall 1993, 33.63 percent were taught by part-time faculty and 66.37 percent by full-time faculty" (p. 30). In summarizing their studies they note that:

> Part-time faculty are a reality in American institutions of higher education. Research data indicate that part-timers have increased steadily in number over the past twenty years, that they represent increasingly larger percentages of the total number of all college faculty, and that they will play a major role in teaching for the foreseeable future. Their numbers are swelling as increasing demands on higher education and declining funding combine with impending waves of faculty retirement and the resulting faculty shortages. (pp. 153-154)

Gappa and Leslie's (1993) studies reinforced the variance by type of institution, and documented the variance between disciplines.

> While virtually all institutions employ some part-time faculty, there is significant variation in their use by type of institution. Across all institutions, the ratio of part-time to full-time faculty is 35 percent. Public and private research and doctorate-granting universities, on average, employ considerably fewer part-time faculty members (from 15 percent to 24 percent of their faculty total), whereas public two year colleges use considerably more (an average of 54 percent of their total faculty). Part-timers also teach in all disciplines. They are most commonly found in the fine arts (40 percent of the total faculty), business (30 percent), and education and the humanities (26 percent). (p. 111)

They also noted the significant role that part-time faculty have assumed within the American system of community colleges.

> Clearly the community colleges employ by far the greatest overall number and percentage of part-time faculty. As many as 60 percent of all faculty members in some community colleges have been reported to be part-time. (p. 112)

Both the work by Gappa and Leslie and the research by Roueche et al. identified the strong relationship between teaching environments dominated by part-time students and the presence of part-time faculty. Gappa (1984) notes that the "use of part-time faculty correlates substantially with enrollment of part-time students" (p. 23). Roueche et al. state the case more strongly for community colleges: "For many part-time and evening students, part-time faculty *are* the community college" (emphasis in the original, p. 9).

Research to date has not verified any link between the use of part-time faculty and declining instructional quality. "Empirical studies to date have found no significant difference in student ratings, class retention, or student achievement in subsequent classes between students taught by part-time faculty and those taught by full-time faculty" (Roueche et al., 1995, p. 10). And further:

> Despite the heated debate over instructional quality and part-time faculty, more than twenty years of research points to little or no difference in the instructional ability of part-time faculty. In fact, there is little evidence that in any way implicates part-time teaching as the culprit in any instructional quality 'crime'. In fact, much of it points to the notion that 'in a sense . . . part-timers may be held to a higher standard of teaching performance on the average' than full-timers. (p. 11)

Similar conclusions were arrived at by John McGuire (1993):

> [T]here is a conspicuous lack of evidence that part time faculty are ineffective teachers to warrant either hand wringing or legislation. In fact, most studies comparing full time and part time faculty report little or no difference in teaching effectiveness. A 1980 study by L. H. Willett found no significant differences between the two groups on student ratings of teaching, class retention, or student achievement in subsequent classes as measured by grades. A 1986 Miami Dade Community College study involving 1,075 students in 38 sections of English 101 found no significant differences between students of part-time and full-time faculty in grades in the next English course or scores on a competency based exit exam. (p. 2)

And with respect to the concerns about the numbers of part-time faculty, Fulton (2000) challenges those who are concerned. "With respect to those who say some colleges and universities have too many part-time faculty, we must ask what 'too many' means" (p. 40). He continues by noting that issues relating to the correct numbers of part-timers, the quality of the services they provide and the correct level of pay for them, are far more complex than most individuals who express an opinion appreciate.

McGuire (1993) expressed a similar view:

Rather than struggling to define appropriate limits on the number of part time faculty, colleges must work to provide them with professional development activities and integrate them into the institutions. The use of part time faculty is not an addiction to be cured. Instead, colleges need to kick their habit of discouraging part time faculty from being the partners in excellence they have the potential to become. (p. 3)

The following section examines the nature of the employment relationship of part-time faculty, and provides an opportunity to see what factors may be leading to the sense that part-time faculty are being discouraged from being partners in excellence within their institutions.

Nature of part-time faculty employment relationships

Research on the terms and conditions of employment of part-time faculty reveal substantial differences from those of full-time faculty. As McGuire (1993) notes:

The biggest problem appears to be institutional neglect of part time faculty, who are routinely treated as second class citizens, the "neglected majority." In large part, part time faculty have been excluded from the collegium. They are not so much a neglected majority, as an excluded majority. They are not invited to faculty division meetings, are not included in faculty development activities, do not participate in textbook selection, do not advise students, and do not participate in developing or approving curricula. The most common solution proposed to address the alleged problem of part time faculty is to limit, reduce, or eliminate their use. (p. 2)

The act of helping students learn may be so intrinsically motivating, and the responsibility for their learning so keenly felt, that these employment conditions do not impact the faculty's effectiveness in teaching. However, there are indications that the conditions may produce a significant impact on the willingness and ability of part-time faculty to contribute to the college in other ways.

Linda Pratt (1997) had an excellent way of introducing the treatment of part-time faculty. She notes that "a passage in a song by the group Meatloaf captures part of the daily reality for part-time faculty. 'I want you, I need you,' the song begins, but there's no way, the passage continues, 'I'm ever gonna love you.' Don't be sad, the song advises, 'cause two out of three ain't bad'" (p. 264). In this section, I will examine *why* part-time faculty choose to teach, and *how* they are treated in their part-time relationships.

In considering the conditions under which part-timers work, Gappa (1984) provides some interesting words of introduction.

> Most part-timers are poorly paid, have marginal job security at best, and get little institutional support for their teaching efforts. Nearly all to some extent resent the uncollegial [sic] treatment they receive and are frustrated by the impediments to good teaching performance they must put up with. But on balance, they are sufficiently satisfied to continue. (p. iii)

The final sentence is even more interesting when considered in light of the comments that she makes, several pages later. "With few exceptions, part-timers still are regarded with neglected complacency in higher education. Like servants on the baronial estates of yesteryear, they are barely seen and hardly heard by their masters, and presumed to have no ears" (p. 9). Indeed, this seems to have been the lot of part-timers for many years. D. Gowin's comments from 1961 describe "typical part-time conditions" within higher education at that point in time:

> First, when student enrolment bulges, a dean, harassed and pressed to cover large classes, picks up the telephone and calls for a part-time instructor. The instructor is selected by these criteria: can he [sic] teach at a specified time (usually evening or odd, 6:15, hour) for a small amount of money? He is 'prepared' for teaching by a talk with the dean, by the introduction to a full-time person, by an invitation to the one dinner held during the semester, and by a handbook which may or may not be given him. He is told where the class meets, where his mailbox is, and when he will receive his check. The grade book contains detailed instructions about how often to give a test, how to keep attendance, and how to record grades. He is not expected: to attend faculty meetings; to advise students; to be generally available to the college community; to do academic research either for his teaching of for publishing; or, necessarily, to be a master of the field in which he teaches. . . Finally, in the absence of much supervision or evaluation, the success of this part-timer is judged by the number of complaints (even two or three would be a serious indictment) received by deans from students. Mediocrity is not only tolerated, but positively encouraged under such conditions. (p. 4)

Gappa and Leslie (1993) expressed surprise at the conditions under which part-time faculty worked. They identified this issue as " . . . one of the fundamental questions our study has raised: How can institutions expect people of talent to contribute to quality educational programs when those same people are victims of medieval employment conditions?" (p. xi). They note that:

> A simple statement by a provost at one of our site institutions captures institutional attitudes and values about employment policies and practices: "Part-

time faculty offer us 'fine wines at discount prices.' They are often very fine teachers, and our money goes much farther than when we put it all into full-time faculty. Furthermore, we can 'pour it down the drain' if they have any flaws at all. We have made no big investment in part-time faculty." (p. 141)

What are these discount prices?

Survey results also indicated that the per-course salary for part-time faculty was a fraction of the per-course salary for full-time faculty. . . The average expense to a college district for ten three-hour courses with new, entry level full-time faculty is $38,225; a district could deliver the same ten courses with part-time faculty and save $21,440 — the mean per-course salary for part-time faculty in the community college districts was $1,678.45. (Roueche et al., 1995, p. 35)

Gappa (1984) notes that strict prorating of pay is not what is required.

Strict prorating of pay for part-time faculty is not equitable for full-time faculty, because full-timers' salaries reflect time spent on a wide array of duties other than teaching. At major universities, only one-half to two-thirds of a faculty member's time may be allocated to teaching, with substantial time devoted to scholarship or research. (p. 71)

Nonetheless, current pay scales for part-time faculty in most institutions would not be considered fair by most observers. In addition, when it comes to security, "part-time faculty have little or no property rights to their jobs" (Gappa, 1984, p. 78).

Unfortunately, it is not only pay and security that part-time faculty tend to lack, office and support services are also significantly lacking.

Of the part-time faculty surveyed [by Tuckman], 57 percent had no office at all; 79 percent felt none was needed, however. Thirty-two percent of respondents shared an office with someone else, while the remaining 11 percent had private offices. Overall, about 78 percent of the part-timers in Tuckman's study believed that the facilities available to them were adequate. . . . The absence of adequate office space for part-time faculty blatantly informs students that they have second-rate status. . . . Moreover, the lack of office space may impede interaction between part-time faculty and other faculty and inhibit part-timers' identification with the institution. (Gappa, 1984, p. 66)

The combination of these statistics is both interesting and revealing. It seems clear that a substantial portion of part-time faculty see no need for an office, and this presumably must reflect expectations that the part-timers have about the time they will spend on campus, and the manner in which they will interact with students and fellow faculty. It becomes even more interesting when Gappa (1984) notes further that "the lack of office space and support services is one of the most persistent sources of frustration

and anger found among part-time faculty" (p. 66). Rajagopal (2002) quotes a faculty member at Bishop's University, "Because we don't have offices, email, phone numbers, or a listing in the faculty directory, we don't really feel connected" (p. 18). Conley and Leslie (2002) note that although only 3% of full-time faculty report not having office space, a full third of part-timers report that they have no office. Considering that many part-time faculty do not seem to care about office space, it would suggest that those who do see their role as one involving substantial non-classroom interaction with students and faculty find it extremely difficult to do so. Gappa (1984) suggests that this frustration hits at the very heart of the part-timer's sense of belonging. "Because of the lack of office space and opportunity to meet informally with peers, part-timers may feel devoid of status in the academic community" (p. 69).

This sense of non-belonging is frequently reinforced through the lack of role that part-time faculty have in administrative decision-making and governance.

> Part-time faculty are essentially disenfranchised persons in academic governance. Most find few avenues through which to exercise formal or informal influence over departmental or institutional decisions. To the extent part-timers have any influence, it is generally at the departmental level. (Gappa, 1984, p.69)

Roueche et al. (1995) note that this non-inclusion runs through much of the part-timers existence in the institution.

> While the majority of American community colleges have a long history of using part-time faculty, many have not yet recognized the widespread effects of employing increasingly large numbers of part-timers, nor have they recognized fully the need to integrate, train, and provide part-timers with acceptable levels of institutional support services. (p. 19)

This lack of integration is also evident in the poor orientation and socialization that many part-time faculty experience:

> Significantly, most colleges and universities (84 percent) provide no formal orientation for part-timers. Normally (69 percent of cases), an informal orientation takes place. This is seldom organized or institutionalized. The general practice is to discuss expectations and rules briefly at the department level, perhaps even as a small part of the prehiring interview. Most orientation activities reported to us are focused on providing general statements of purpose, policy, and procedure. (Leslie et al., 1982, pp. 81-82)

The poor integration at the front end of the relationship is frequently an indication of a lack of integration throughout the relationship.

If colleges cannot easily control the socialization of part-timers, one might expect compensating efforts to evaluate their work and to focus on diagnosis and correction of deficiencies. In general, there is no such effort. For the same reasons that they fail to perform orientation, most institutions find it difficult to perform a systematic evaluation of part-timers. Some do implement systematic programs of classroom visits, student feedback, and videotaped observation. These seem usually to be institutions which have also provided for extensive evaluation of full-time faculty, in all probability a fairly small percentage of all institutions. (Leslie et al., 1982, p. 83)

This lack of integration frequently extends to opportunities for professional development:

It is clear that many adjunct faculty are committed both to their discipline and to their college. It is sometimes less clear that colleges are committed to adjunct faculty. Opportunities for professional development are limited for adjunct faculty, particularly in times of tight budgets. Nevertheless, it is an important benefit that should be extended. (Wallin, 2004, p. 383)

Not only is there a lack of integration, there is a division between full- and part-time faculty which runs through much of the experience in the institution.

The profiles of academic and employment experience show that the bifurcated employment system that lumps all tenure-track faculty in one class and all part-time faculty in another does not nearly fit the current realities. Part-time faculty come from enormously varied backgrounds and life situations. They need a more flexible set of options, rewards, incentives, and recognitions for their work . . . Yet most institutions treat all part-time faculty alike. They see part-timers as marginal, temporary employees with no past and no future beyond the immediate term and give them no incentive to stay and make a commitment. (Gappa & Leslie, 1996, p. 346)

Pratt (1997) quotes one part-timer with respect to her sense of belonging in the department: "Many of the people in the department will not know who you are, even as you begin your fifth year with them" (p. 268). Thus the part-time faculty in many institutions appear to function as isolated individuals, or as members of isolated groups, who are largely disassociated from the overall college.

Although engagement in college meetings can go a long way towards building a greater sense of belonging for part-time faculty, if it occurs without compensation it is a double-edged sword. "While it is flattering and de-alienating for part-time faculty to be asked to serve on committees or take other service assignments, the fact is that it amounts to the extraction of free labour." (Thompson, 1997, p. 281)

Feldman and Turnley (2001) researched items that contributed to the satisfaction and dissatisfaction of part-time faculty. The items with which faculty were most satisfied included scheduling flexibility, coworkers, job autonomy and work challenge. Satisfaction dropped somewhat with respect to the quality of supervision, and then substantially with respect to pay, fringe benefits and advancement opportunities. They only examined these eight factors. As will be seen in Chapter Four, the factors that appeared to provide the greatest incentive for individuals to teach part-time for the respondents to the survey administered for this study were the intrinsic satisfaction of teaching, intellectual stimulation and the guidance of new entrants to their profession.

Wagoner (2007) examined the 1999 NSOPF (National Study of Postsecondary Faculty) data and disaggregated levels of satisfaction by the subject areas in which the part-time faculty were teaching. What he found was that part-time faculty teaching courses within the liberal arts indicated lower levels of satisfaction than those teaching in courses with a vocational focus.

> Part-time faculty members who have been trained and teach in a traditional academic discipline are significantly less satisfied with positions at a community college than are full-time faculty and those part-timers who have closer ties to the private sector, which allows them to market themselves to multiple employers and profit from their skills and abilities. (p. 80)

This finding is consistent with Benjamin's (1998) analysis of the 1993 NSOPF data. He found that vocationally oriented part-time faculty tended to be much more satisfied with the conditions of part-time employment; a factor that he attributes to their reliance on other employment for meeting their income, insurance and security needs. In contrast he found that:

> the liberal-arts-oriented cluster of part-time faculty are not only substantially more discontented but have substantial reasons for their discontent. These reasons include greater dependence on their part-time appointments, less job security, less availability of health or other fringe benefits, less satisfaction with part-time employment, lower individual and household income, and greater obligation to perform uncompensated work. (p. 58)

Prior to examining shifting attitudes related to part-time faculty, there is one more finding from Gappa and Leslie's (1993) research that is worth consideration. They note that, as compared to their earlier research, by 1993 more institutions of higher education

were appearing to make sincere efforts to address some of the shortcomings of the part-time faculty experience. However, they were trying to do so in times of severely reduced funding for education, and as a result the disparity is partially being addressed through the poorer working conditions under which all faculty are finding themselves.

> Campuses furnish part-timers with office space, supplies and equipment, and access to secretarial services as best they can. Usually, it is left up to department chairs to decide what kinds of and how much support to provide. During our site visits, we found all faculty, full- and part-time, working with very low levels of support and frequently in very cramped space. (p. 166).

Nonetheless, "space for part-time faculty offices was a major problem at many of our site institutions. Horror stories about space were abundant in our interviews" (p. 166).

In Ontario, where this study was conducted, among the working conditions that part-time faculty lack is the right to unionize and collectively bargain their terms and conditions of employment. Although this has been the case since the 1960s, when the colleges were created, it has long been acknowledged as a source of concern. In 1988, Jeffrey Gandz submitted a major review on the status of collective bargaining within the college system in Ontario. Among his findings Gandz noted that:

> Colleges are significant employers of part-time academic and support staff, many of whom work under terms and conditions which are significantly inferior to those of full-time staff. The CCBA [Colleges Collective Bargaining Act] effectively removes the opportunity for many such employees to organize and be collectively represented by a union. Such disparity is clearly against prevailing trends in social policy. (p. 3)

Gandz specifically recommended that all faculty, including part-time and contract, be permitted to unionize and collectively bargain their terms and conditions of employment. (Gandz's recommendation actually extended beyond the faculty category, in that he recommended that virtually all non-managerial staff in the colleges be permitted to collectively bargain, with the exception of those employees who should be excluded for reasons related to confidentiality, professional status, student status, et cetera.) Despite Gandz's observations, the exclusion of most part-time college employees in Ontario from the right to unionize has remained in place through to the current time. However, the government has recently acknowledged that it will extend the right to collectively bargain to the part-time employees of colleges (Whitaker, 2008). The impact in Ontario of the

exclusion of bargaining rights to part-time college employees and of the unusual categorization of non-full-time faculty based upon the *Colleges Collective Bargaining Act* (1990) will be addressed in Chapter Four.

This collection of data and comment paints a very bleak picture for the lot of part-time faculty in institutions of higher education, and there are many reasons to believe that the picture remains relatively accurate. However, there are a number of indications that attitudes are changing. Gappa and Leslie (1993) note that institutions that clearly planned for the use of part-time faculty tended to develop better systems of treatment.

> Our examples of planned use of part-time faculty have certain key components regardless of the size of the institution or whether it is public or private. Planned use derives from a clear statement of mission and from a common view of why and how part-time faculty can contribute to the mission . . . Most planned use also derives from a philosophy that part-time faculty can and do contribute to academic quality and enhance the instructional mission of the institution. When planned use is accompanied by central administrative review, policies or practices for employment of part-timers are clearly articulated and followed. (p. 140)

It is interesting to note that there appears to be greater concern regarding the conditions under which part-time faculty work amongst full-time faculty than among part-time. Eagan (2007) referenced the 2004 National Study of Postsecondary Faculty (NSOPF) from the United States Department of Education's National Center for Education Statistics, as indicating that "a higher percentage of part-time faculty agreed that part-timers were treated fairly at their institution. More than 75 percent of part-time faculty somewhat or strongly agreed that part-time faculty were treated fairly, while just over 65 percent of full-timers agreed" (p.11).

Roueche et al. (1995) detected an awakening on the part of administrators within community colleges concerning the importance of part-time faculty to the health and vitality of the institution.

> Community college administrators agree that the use of part-time faculty in the community college is an important issue. Additionally, most agree that their use of part-time faculty is going to increase in the future, and that selection and hiring of part-time faculty are the most important processes to be considered in the use of part-time faculty (with orientation, evaluation, recruitment, staff development, involvement, and retention appearing in descending importance). (p. 37)

Comments from academic leaders frequently reflect an acceptance of some aspects of the part-time faculty's lot, for example low pay and little security, while at the same time attempting to ameliorate other disadvantages. "The most important part of management is finding ways to give our part-time faculty members both the help they need to serve students well and the recognition they deserve for doing a good job for little pay." (Styne, 1997, p. 53)

How does this link to leadership? Roueche et al. (1995) note that:

> All faculty, part-timers included, should be provided with the means to grow and develop as teaching professionals, to be involved in 'continuing efforts to help them shape their teaching to the needs and goals of the institution and focus on achieving the learning outcomes considered important.' . . . They should be integrated into the college community and recognized as increasingly important players in the teaching and learning process in the interest of providing quality instruction to the growing number of full- and part-time students who will sit in their classrooms, in the interest of appreciating the investment value of the part-time faculty, and ultimately in the interest of establishing and maintaining the college's reputation for teaching excellence. (p. 120)

In other words, if we are to successfully integrate faculty who deliver a third of the overall instruction into the culture and values of our institutions, it will be necessary to establish the leadership that will allow it to happen.

Nature of faculty contributions beyond the classroom

Prior to examining the issues in leadership and culture that are significant with respect to part-time faculty, I will briefly explore the nature of the contributions that community college faculty make outside of their classroom role. Based upon over twenty years working within this sector, I have observed additional contributions of faculty ranging from the janitorial to the ambassadorial. However, for the purposes of this paper my focus will tend towards those contributions that engage the academic expertise of the faculty member. One of the key elements on which my research focuses is the interest that part-time faculty have in assuming additional roles beyond classroom instruction. In order to put this in context it is instructive to examine the nature of faculty contributions that extend beyond the classroom.

The previous section documented an increasing reliance on part-time faculty such that the majority of faculty within community colleges in the United States is now part-time, and noted that in many institutions they deliver the majority of the instruction. Despite this growing prominence, questions relating to how, and what, these individuals should be expected to contribute to the overall growth of the organization appear to have either been ignored, or dismissed as not worth pursuing. If institutions rely upon faculty contributions beyond the classroom to advance their mission, it appears that colleges are missing a significant opportunity to engage a bright, diverse and experienced group of employees in the effective growth and development of their organizations.

Dietze (2005) examined the nature of the additional contributions that faculty in general provide to their institutions. Faculty identified examinations of their teaching and learning strategies, out-of-classroom interaction with students, "research, community projects, special projects with students, committee membership, workshop presentations, and innovation development projects" (p. 88). She discovered that faculty and administrators view "value-added" contributions somewhat differently. "Faculty tend to define value-added in terms of the extra work (inputs) they bring to various college related activities; administrators tend to define value-added in terms of outcomes, most of which are not being measured" (pp 90-91). She concluded that "what is evident is that faculty and administrators recognize faculty have different roles that are influenced by curriculum, the student body, teaching and learning strategies, and the college culture" (p. 92).

Dietze's study also examined the conditions under which faculty felt compelled to make these value-added contributions.

> Faculty reported that their value-added contributions are influenced by a number of intrinsic and extrinsic factors. There appears to be no one set of conditions that meet the needs of all faculty or administrators. More than 60% of faculty insisted flexibility is vital to their creativity and innovation. Others value workplace autonomy and self-directedness. Just over 10% of faculty declared that they are most effective in college environments that are transparent and interweave teaching and learning principles into the decision-making process. (p. 112)

Recently, the manner in which part-time faculty may wish to contribute is starting to receive greater attention. Green (2007) notes:

> There are also many duties required of full-time faculty that adjuncts are not expected to perform. Full-time faculty usually provide office hours, work on curriculum, and serve on search committees. However, many adjuncts wish to perform these duties as a way to feel connected to the institution. (p.32)

In comparing the roles of part-time faculty and full-time faculty in community colleges, Townsend and Twombly (2007) summarize the differences as follows:

> Full-time community college faculty members perform institutional service, teach, and conduct some form of scholarship, although not necessarily research as traditionally defined as the creation of new knowledge. This description partially fits role expectations for part-time faculty members as well. In their case, however, teaching does not typically include aspects of instruction occurring outside the classroom such as curriculum development and advising. ... Occasionally part-time faculty members may be asked or may volunteer to participate in institutional service. Any participation in disciplinary organizations is strictly on their own time and typically not considered in any employment decisions by the institution. It is likely that many intuitively participate in the scholarship of teaching, defined as reflecting about what and how they teach and keeping current in their teaching field. A small percentage may also participate in original research, although there are no job expectations whatsoever that they do so. (p. 41)

Faculty participate in numerous committees which help to define and communicate the values and goals of the organization. These committees may be formerly charged with the task, as for example a strategic planning committee, or they may do so as an implicit component within other decision-making roles, as for example a committee sitting to judge issues relating to academic integrity. Faculty may help determine the mix of programs either formally, through roles on bodies comparable to university senates, or informally through the development of new curriculum and new program proposals. Both in unionized and non-unionized environments faculty typically play a significant role in the determination of the working conditions and working environment within which they operate. Faculty frequently form the primary connection with outside bodies being lobbied by the college for contributions of expertise or resources. Particularly with the increased focus on public-private sector partnerships during the eighties and the nineties, the expertise of faculty was required to support their design and implementation. An institution may be able to rely solely on administrative staff to *pursue* donations and some kinds of grants, but faculty are required in order to successfully *sustain* most kinds of partnerships. Occasionally, colleges make use of the

expertise of their faculty in addressing the knowledge requirements of the organization. Information technology faculty may be called upon to advise on computer networks and systems, graphic arts specialists may assist in the development of marketing materials, human resource faculty may be called upon to advise on human resource policies, and so on. My personal experience suggests that the extent to which this occurs seems to depend more upon the nature of the institution's leadership than upon the willingness of the faculty to be engaged in these ways.

With respect to the contributions of part-time faculty, Banachowski (1996) noted that in her review of the literature, what stood out was that most of the research focused on the negative. "It appears that most studies of part-time faculty focus on the negative aspects of employing them, while little effort has been made to examine the positive attributes of part-time faculty" (p. 57). However, research has recognized that part-time faculty contribute in a number of areas beyond classroom teaching. Schuetz (2002) reports that the 2000 Center for the Study of Community Colleges (CSCC) survey of more than 1500 faculty indicates that "part-timers are almost as likely as full-timers (47 percent vs. 52 percent) to have spent an hour with students outside class on their most recent working day" (p. 42). But then she further notes:

> Part-timers tend to be less familiar with availability of campus services (such as tutoring and counselling) and express less knowledge of students' need for or use of support services. Part-timers are also less likely to sustain the kind of extracurricular student-faculty interaction that has been linked to enhanced student learning. (p. 44)

Daniel Jacoby (2006) explored the relationship that exists between the portion of teaching that is delivered by part-time faculty and the graduation rates for students within community colleges. He found that "increases in the ratio of part-time faculty at community colleges have a highly significant and negative impact upon graduation rates" (p. 1092). He conducted this analysis on the Integrated Postsecondary Education Data System (IPEDS) data available from the United States National Center for Educational Statistics. In examining potential explanations of causality Jacoby rejected differences in the qualifications for part-time faculty (based upon statistical analysis) and suggested that the correlation is more likely a result of reduced opportunities for students to engage with part-time faculty to the same extent that they engage with full-time faculty. However, not

only are these conclusions contrary to the previously noted findings of Roueche et al and McGuire, as Townsend and Twombly (2007) note, there is considerable debate about the validity of Jacoby's research and this will no doubt generate additional research in this area.

Leslie and Gappa (2002) found that, "Part-timers in community colleges look more like full-time faculty than is sometimes assumed. Their interests, attitudes, and motives are relatively similar. They are experienced, stable professionals who find satisfaction in teaching" (p.65). Nonetheless, Charfauros and Tierney (1999) observed that "Part-time faculty are disenfranchised from academic governance; they usually do not participate in decisionmaking [sic], even when decisions directly affect their own working conditions" (p. 146). They see the lack of integration of part-timers as one of the great limitations on their effective engagement in the institution.

> Another way to ameliorate second-class citizenship is to better integrate part-timers into the institution. With integration comes a stronger sense of institutional identity, greater participation in other departmental activities (such as curriculum development or student advisement), and greater awareness of the resources available for teaching. (p. 146)

There appear to be numerous indicia suggesting that part-time faculty seem willing to contribute in areas outside of the classroom. However, as might be expected, many choose to do so on their own terms. Feldman and Turnley (2001) quote a representative part-time faculty member who states, "I like the flexibility of being able to say no to the kind of jobs and activities expected of tenured/tenure-track faculty. I am doing the kind of work I love" (p. 12). The survey results presented in Chapter Four will reveal that approximately three quarters of part-time faculty in Ontario's community colleges could be interested in contributing in additional roles. However, as Charfauros and Tierney (1999) discovered, "Part-timers are usually not compensated for service – such as for serving on departmental committees, supervising graduate students, or developing new courses" (p. 148). And as the data in Chapter Four will reveal, 83% of part-time faculty who are interested in an additional role would expect to be reasonably compensated for assuming it. Dickinson (1999) found that the "increasing number of part-time faculty employed is creating structural complexity within community colleges in terms of the number and type of support services that must be provided to this group"

(p.30). She further notes that changes in the technical organizational environment within community colleges is causing faculty work to become less formalized and less centrally controlled. She predicts that this will drive an increased need for faculty generalists. I believe that the changes she identifies may also lead to continued increases in the use of part-time faculty.

Gappa, Austin and Trice (2005) note that, in general, when it comes to the nature of faculty working conditions and relationships the past is no longer a reliable guide for the future.

> To remain competitive, the higher education community must rethink the academic career, the organization of faculty work, and how to make best use of and support all faculty members in their varied roles. To do this, we must revisit the historic relationship between faculty members and their institutions. (p. 36)

The following sections of this literature review will explore the implications of theories on motivation and leadership with respect to the identification and creation of an environment in which part-time faculty are inclined to choose to assume additional roles.

Motivation

Theories on motivation

The previous sections suggest that the working conditions of part-time faculty are less than adequate and yet the part-time faculty appear to be enjoying success in their teaching role (McGuire, 1993; Roueche et al., 1995) and for the most part are satisfied (Gappa, 1984; Feldman and Turnley, 2001; Wagoner, 2007). What motivates part-time faculty to contribute in the manner that they do? This section reviews the literature related to motivation within an employment relationship in general, and then specifically with respect to part-time employees.

Blackburn and Lawrence (1995) have examined the general nature of faculty motivation. In presenting their findings they provide a brief overview of theories of motivation. They note that there are two general fields of theories of motivation: non-cognitive and cognitive. They note that with non-cognitive theories the assumption is "that internal needs, personality dispositions, and external incentives and rewards will cause an individual to behave in predictable ways" (p. 19). Cognitive theories of

motivation suggest that motivation "is a function of the individuals' subjective estimates of the probability of task success (expectancy) and of the consequences of their actions (value)" (p. 21).

The non-cognitive theories include career development, reinforcement and dispositional theories. Career development theories suggest that at different stages in their lives individuals have psychobiological needs or states which drive them to behave in certain ways. Reinforcement theories are based upon the belief that through operant conditioning individuals can be made to provide specific behaviours in response to chosen stimuli. Dispositional theories suggest that individual differences, such as a focus on achievement or attachment, could heighten or diminish the strength of stimuli.

The cognitive theories include expectancy theories, attribution theories, efficacy theories and information processing theories. Hersey and Blanchard (1988) identify Victor Vroom's theory as one of the most significant in this area. Vroom's theory postulates that motivation is a product of an individual's belief that they can successfully complete a task and the individual's assessment of the value of the expected outcome. Blackburn and Lawrence (1995) suggest that attribution theories build on the basic expectancy theories by identifying the significance of the individual's belief concerning their ability to control the attributes that will make success in the task more, or less, likely. Efficacy theories take into consideration the individual's commitment to the goals to be achieved and the strength of one's self-efficacy. Information processing theories incorporate the individual's expertise as a factor in determining how they assess the situations they encounter.

It would go beyond the range of this study to explore these theories in depth. However, with respect to the performance of faculty work, key factors these theories identify include commitment to larger goals, belief in one's ability to achieve a result, and the value attached to the anticipated outcome. Blackburn and Lawrence (1995) note that "what distinguishes academics from most other groups is the latitude they enjoy in how they spend their time" (p. 82). More recent studies (Marchese and Ryan, 2001) on motivation and satisfaction in work environments have identified autonomy as one of the most significant predictors of both motivation and satisfaction.

Chartrand and Bargh (2002) note that "many current models of motivation and goal pursuit continue the tradition of maintaining continuous, conscious choice and guidance of behavior" (p. 13) as the primary focus. However, they note that recent studies have suggested that the goal pursuit process may well be occurring without conscious awareness. Kao and Sek-Hong (1997) note that motivation to act in the Chinese tradition is directed by a need to fulfill one's moral duty. Similarly, Wagner-Tsukamoto (2003) notes that the model of economic man, who rationally chooses courses of action based upon the expected values of the outcomes, may need "to be replaced by a model of altruism and bounded self-interest" (p. 195). The strong commitment of many part-time faculty to their work may indeed be a primary example of the pursuit of higher level goals which are not always consciously recognized.

Arnold and Schoonman (2002) note that Leonard et al. have attempted to draw the research on motivation together into five motivational orientations:

1. *Intrinsic process.* People engage willingly in activities they consider fun.
2. *Extrinsic/instrumental motivation.* People focus on the achievement of goals for the tangible rewards this will bring.
3. *External self-concept.* People draw their sense of self from their social position, so motivation rests primarily on being associated with group or organizational success, and the recognition from others that follows.
4. *Internal self-concept.* Again, these people need to be able to associate with success, but only they need to recognize the association – social affirmation is not required.
5. *Goal internalization.* Goals are important to the extent that they reflect values of importance to the individual. (p. 162)

Motivation of part-time employees

Prior to completing the discussion of motivation it is informative to review several recent studies related to part-time employees. Part-time employees are a very diverse group, and as a result one must be cautious with respect to what can be drawn from the experience in non-academic sectors. Nonetheless, the studies suggest several important elements relating to motivation and satisfaction for part-timers. Todd Thorsteinson (2003) conducted a meta-analysis on 38 surveys covering 51,231 subjects that related to job-attitudes of full-time (FT) and part-time (PT) workers.

The results indicate that there are no overall differences between PT and FT employees on job satisfaction, organizational commitment, intention to leave and satisfaction with facets of the job. The one difference that was found was that FT employees are more involved with their jobs than PT employees are. (p. 169)

However, when attempts are made to disaggregate data on satisfaction between voluntary and involuntary part-time employees it appears that those who voluntarily choose part-time employment exhibited "different sources of satisfaction with their work, commitment to their employers, and perception of personal control over how they accomplish their work" (von Hippel et al., 2006, p. 50). Voluntary employees appeared to look to variety in their work as a major source of satisfaction while involuntary part-time employees were more likely to derive satisfaction from opportunities to gain new skills.

Statistics from the United States Bureau of Labour Statistics, as reported by von Hippel et al. (2006), indicate that over a third (35.5%) of the contingent workforce in the United States prefers contingent employment. By comparison, 55.3% stated a preference for non-contingent. They note that although some temporary employees work in contingent positions because they cannot obtain the type of permanent position that they desire, other motivating factors include "they want the flexibility that temporary employment offers, they value the variety that temporary employment offers and/or they seek the skills and training provided in temporary positions" (p. 49). Dex and McCulloch (1997) note that a significant difference in overall job satisfaction and satisfaction with security exists between temporary workers and permanent part-time workers. Permanent part-time workers show the highest levels of satisfaction with job security and with their job overall as compared to all other categories of employment, whereas men in temporary employment showed a lower level of overall satisfaction as compared to men in full-time permanent positions. For women, although the permanent part-time showed the highest level of job satisfaction, temporary workers indicated a level of overall satisfaction slightly higher than women in full-time permanent positions.

Maynard and Joseph (2006) conducted an in-depth study on faculty satisfaction at a mid-sized public four-year university in the north-eastern United States. They were interested in the relative levels of satisfaction between full-time faculty, voluntary part-

time faculty (that is, those not seeking full-time positions) and involuntary part-time faculty. They discovered that:

> involuntary part-time faculty were more dissatisfied with advancement, compensation, and security than full-time or voluntary part-time faculty, but in general were just as satisfied with other aspects of their positions, relative to these other two groups. All in all, the results suggest that part-time faculty positions are not inherently dissatisfying. In fact, satisfaction levels of voluntary part-time faculty were generally more similar to those of full-time faculty than to part-timers who desired full-time employment. (p. 149)

Further, they noted that "it was the voluntary part-time faculty, not the full-time faculty, who reported the most positive job attitudes" (p. 150).

Marchese and Ryan (2001) investigated the factors determining the level of job commitment and performance of part-time employees. Their study, involving a survey of 1517 individuals, determined that job autonomy was the primary mediating factor for commitment and performance and, furthermore, that autonomy could be the primary cause for the apparent relationships appearing in other studies. The authors note that their "finding suggests that part-time employees that had comparable levels of autonomy to full-time employees also had comparable levels of organizational commitment and job performance" (p. 557). This is particularly interesting given the nature of the part-time faculty job. William Tierney (1997) quotes one of the subjects from his study, "I guess most people would say they like the freedom of faculty life, but it's a weird freedom, isn't it? The freedom to work all the time" (p. 9).

However, this expected satisfaction with autonomy was not reflected in the analysis by Antony and Valdadez (2002) of the relative levels of satisfaction of part-time faculty as compared to full-time faculty in United States post-secondary institutions. Their study was based upon data from the 1992–1993 National Study of Postsecondary Faculty (NSOPF), as collected by the United States Department of Education's National Center for Education Statistics. The analysis indicated that part-time faculty were less satisfied than full-time faculty with respect to their "autonomy". The data was based upon the respondent's indicated levels of satisfaction with the "(1) authority to decide course content, (2) authority to make job decisions, [and] (3) authority to decide courses taught" (p.44). On a four-point scale, in which one represented "very dissatisfied" and

four represented "very satisfied", full-time faculty averaged 3.26 as versus 2.95 for part-time faculty. However, the part-time faculty responses had a much greater standard deviation, 1.20 as versus .68. As will be seen in Chapter Four, respondents to the surveys conducted for this dissertation indicated that the autonomy associated with a part-time position was important to them, but it was not one of the primary reasons that they chose to accept a part-time faculty position.

Finally, Antony and Valdadez (2001, 2002) found that part-time faculty were more willing to "do it all over again" than were their full-time counterparts. "The majority of full-time faculty strongly agreed that they would choose an academic career again (58.9%), but an even greater majority of part-time faculty agreed (65%)" (2002, p. 49).

Leadership

Given that the literature on part-time faculty identifies a significant disassociation of the part-timers from the broad organization, the question as to how significantly this disassociation may impact organizational effectiveness becomes extremely significant. Much of the literature on leadership suggests that communicating the goals and values of an organization and motivating the organization's members towards the achievement of these goals are integral to the effective performance of an organization. The following sections of chapter two focus on those elements of leadership that relate most directly to the motivation of part-time faculty.

Leadership defined and explored

In the introductory chapter I noted that it was my personal interest in the role of leadership in guiding and motivating part-time faculty that led to researching the engagement of part-time faculty in additional roles. This section reviews literature on leadership in relation to the motivation of part-time faculty.

Robert Owens (2001), in his text on organizational behaviour in education, states that there are reportedly more than 350 definitions of leadership in published literature. He notes that:

the many definitions of leadership generally agree on two things:
1. Leadership is a group function: it occurs only in the processes of two or more people interacting.
2. Leaders intentionally seek to influence the behaviour of other people. (p. 234)

Owen subsequently notes that the goal of leadership is the realization of outcomes that "achieve what the leaders and the followers are bound in mutual commitment to achieve" (p. 235). I believe that this reference to shared outcomes constitutes a third critical factor in the definition of leadership. Thus, the definition that I have constructed addresses these three common elements: group dynamics, intentional influence of others, and a set of goals and values towards which the influence will be exercised. *Leadership is the process of causing groups of individuals to want to do something that they may not previously have wanted to do, in pursuit of a vision which is in harmony with the goals and values of the entity for which the leadership is being exercised.*

Although the two factors that Owen enumerated are relatively clear, it is instructive to examine the third factor, the role of goals and values. Waterman and Peters (1982) discovered in their studies of "excellent" companies in North America that one of the distinguishing characteristics of these companies was that they were "value driven". They viewed the shaping of values as an important element in effective leadership. They note that Thomas Watson, the extremely influential leader of IBM Corporation during its most successful period, believed that "any organization, in order to survive and achieve success, must have a sound set of beliefs on which it premises all of its policies and actions" (p. 280). Waterman and Peters note that "every excellent company we studied is clear on what it stands for, and takes the process of value shaping seriously. In fact we wonder whether it is possible to be an excellent company without clarity on values" (pp. 279-280). They note that establishing values in organizations is a difficult task: "values are not usually transmitted . . . through formal written procedures. They are more often diffused by softer means: specifically the stories, myths, legends and metaphors that we've already seen" (p. 282).

Spencer Maxcy (1991) writes on leadership in education from a post-modernist perspective. Maxcy notes that leadership appears to involve an important dialectic between leaders and followers. This dialectic occurs within a value-laden environment.

> Leaders set upon attainment of objectives that are prized or valued — visions. They are not only in pursuit of oughts [sic] and recommendational [sic] matters but take them to be uncritically accepted by others. Thus leading, it is assumed, entails trying to achieve ends that are *prima facie* deemed worthwhile by others. (p. 26)

Peter Gronn (1999) also speaks of the interrelationship between the leader and the followers, and notes that this tends to be revealed at the time of leader succession.

> Successions, in a very real way, are the occasions during which nearly all the core themes in the relations between leaders and followers — perceptions, attributions, expectations, impressions, discretion and so on — become the focus of everyone's attention and are put to the test (pp. 186-187).

As evidence of the transactional nature of leadership Gronn proceeds to state an obvious, but important, truism: "Without followers there can be no leaders." (p. 187)

Maxcy notes, in concert with many other authors, that a lack of agreement on definition has impacted upon the study of leadership, particularly within the academic environment.

> Leadership has been the object of much scrutiny by social scientists, with very little consensus on what it actually refers to in social life. Despite the volumes of research studies and reports, leadership is a notion that defies a singular definition. Why is this so? And what makes leadership such a confusing notion in education? The absence of a commonly held definition of leadership has tended to frustrate researchers and yield a lack of consensus in findings. Yet in everyday affairs, people seem to believe that leadership, whatever it may mean to academics, matters. (p. 24)

George and Jones (1996) note that researchers generally agree on two characteristics related to leadership: "leadership involves exerting influence over other members of a group or organization" and "leadership involves helping a group or organization achieve its goals" (p. 359). The second characteristic ties leadership to an organizational context, and it presupposes that the group or organization has goals that are either common or explicit. Fullan (2001) talks of a common moral purpose as an important driver of successful leadership. He defines moral purpose as "acting with the intention of making a positive difference in the lives of employees, customers and society as a whole" (p. 3). However, he also cautions against the dark side of moral purpose. "Having a sense of moral purpose and vision can be a decided advantage, but clarity of purpose can also be a liability if the vision is rigid and/or wrong, and if the process of

vision-building does not result in a *shared* sense of purpose" (emphasis in the original, p. 21).

As will be seen in Chapter Four, part-time faculty who responded to the study survey most frequently indicated the intrinsic satisfaction in teaching as the primary reason for accepting their current part-time position. They also indicated a surprisingly strong perceived understanding of, and commitment to, the "mission and goals" of their college. I suspect that commitment may relate more generally to the broad mission and goals associated with teaching in a vocationally oriented post-secondary program. Further, I suspect that this is an indication that there is a very strong positive sense of moral purpose in community colleges related to helping students learn and develop.

Before finishing a consideration of the definition of leadership it is useful to provide an historical context to this search for an understanding with respect to what leadership entails. Grady Bogue (1994) notes that this is a path well traveled.

> As evidenced in literary works form Plato's *Republic* and Machiavelli's *The Prince* to Burn's *Leadership* and Gardner's *On Leadership*, probably no aspect of human behavior has been subjected to such intensive empirical and philosophical inquiry as has the aspect of leadership. (p. xi)

And yet, as previously indicated, there are hundreds of definitions of leadership. Perhaps, as Maxcy and Bogue suggest, this is because leadership is a distinctly social phenomenon. As Bogue notes:

> The leader's values and ideals contribute . . . to the construction of social reality. Leadership is not a reductionist activity, where we learn to analyze and take problems apart. It is a moral art form as well, a holistic and integrating venture where we make meaning from puzzle pieces. (p.13)

As I move into the analysis of leadership theories, I will retain the relatively simple definition of leadership which I have come to accept, but I do so in full realization that we are examining a distinctly social phenomenon and I will treat leadership as a complex social interaction.

Theories on leadership

As has been suggested, leadership is a complex area of study and there are many theories of leadership, some competing and others complementary. To aid in the analysis

of these theories they are frequently grouped into broader categories. However, there is no universal agreement of this grouping, and depending on the authors there may be three or four categories (Knudson, 1989; Maxcy, 1991), five or six categories (Gibson, Ivancevich, & Donnelly, 1979), or as many as ten (George & Jones, 1996). The only categories on which there appears to be general agreement are the two earliest categories: trait theories and behaviour theories.

Trait theories of leadership are the oldest theories relating to the formal study of leadership. Trait theories focus on those traits that make a leader successful. The belief behind these studies is that if we could identify the set of traits that make a great leader, we could look for an individual who exhibits those traits, and we will have found a leader. The theories attempt to identify the personal characteristics which are required for successful leadership. George and Jones (1996) provide a good summary of this research:

> The search for leadership traits began in the 1930's, and after nearly three hundred studies the list was narrowed to several traits that showed the strongest relationship to effective leadership:
> - Intelligence helps a leader solve problems.
> - Task-relevant knowledge ensures that a leader knows what has to be done, how it should be done, what resources are required, and so on, for a group and organization to achieve its goals.
> - Dominance, an individual's need to exert influence and control over others, helps a leader channel followers' efforts and abilities toward achieving group and organizational goals.
> - Self-confidence helps a leader influence followers and persist in the face of obstacles or difficulties.
> - Energy/activity levels, when high, help a leader deal with the many demands he or she faces on a day-to-day basis.
> - Tolerance for stress helps a leader deal with the uncertainty inherent in any leadership role.
> - Integrity and honesty ensure that a leader behaves ethically and is worthy of followers' trust and confidence.
> - Emotional maturity ensures that a leader is not overly self-centered, can control his or her feelings and can accept criticism. (p. 360)

Trait theories of leadership did provide some direction with respect to the nature of a leader's character that contributes to effective leadership, but their usefulness in developing leaders is limited. As George and Jones (1996) note:

> Individuals who possess the traits associated with effective leadership are more likely to become effective leaders than those who do not, but the trait approach alone cannot fully explain why or how effective leadership occurs. Many individuals who possess the identified traits never become leaders, and many leaders who possess them are not effective. (p. 363)

It is worth noting that the other side of the trait theories coin appears to have drawn much less scrutiny. In a summary of leadership literature, Horner (1997) notes that little research has been done on identifying traits that indicate leaders who are likely to fail. Initial research has suggested that such traits do exist, and include arrogance, untrustworthiness, moodiness, insensitivity, compulsiveness and abusiveness.

Trait theories became less in vogue as they proved to be far from reliable predictors of who should be chosen as a successful leader, and they were not prescriptive with respect to the training that would-be leaders could undergo in order to become good leaders. However, as Knudson (1989) notes, recognition that leadership involves a complex interaction between the leader and the follower may result in a renewed focus on traits.

> That trait theory is useless in predicting and identifying leaders does not mean that personal qualities are irrelevant in the exercise of leadership. If who the individual is does matter, a list of one-size-fits-all traits is not what is needed to identify and develop leaders. What matters is matching the person to a given place and time. (p. 33)

Considering the nature of the employment relationship and working environment of part-time faculty, as described in the first portion of this chapter, there is little in the list of traits that appears particularly useful to the part-time faculty member who has little interaction with the leader. The traits may provide confidence in part-time faculty who seek advice from the 'leader', but the traits do not appear to be a prescription for the academic leader who will have a profound impact through inspiring part-time faculty to meet institutional goals.

In the 1940s and 1950s the focus shifted from what leaders should *be* to how leaders should *act*. The new approach, championed by researchers at Ohio State University was labelled as the behaviour approach to leadership.

> Rather than looking at the traits or characteristics of leaders, the behaviour approach focuses on what leaders actually do. Researchers at Ohio State University in the 1940s and 1950s were at the forefront of the leader behaviour

approach. They sought to identify what it is that effective leaders actually do —
the specific behaviours that contribute to effectiveness. The Ohio State
researchers realized that one of the key ways in which leaders influence followers
is through the behaviours the leaders perform. The behaviour approach seeks to
identify leader behaviours that help individuals, groups, and organizations achieve
their multiple goals. (George and Jones, 1996, p. 363)

Douglas McGregor (1957) focused the study of leadership on the leader's role in

identifying the needs of his, or her, subordinates and in structuring the work so that both

the organization's and the individual's needs were satisfied. By identifying traditional

scientific management approaches as Theory X, and a more behaviourist oriented

approach as Theory Y, he framed the debate in a manner that engaged both managers and

academics in examining the unfulfilled needs of workers, and in attempting to determine

the extent to which satisfying these needs motivated the workers to achieve the

organization's goals and objectives.

Consistent with McGregor's approach, subsequent research on behaviour

identified two particular types that were significant in the study of successful leaders:

consideration and initiating behaviours. A description of these two types of behaviour is

presented by George and Jones (1996):

> Behaviour indicating that a leader trusts, respects, and values good relationships
> with his or her followers is known as consideration . . . A leader who engages in
> consideration also shows followers that he or she cares about their well-being and
> is concerned about how they feel and what they think. (p. 363)

> Behaviour that a leader engages in to make sure that work gets done and
> subordinates perform their jobs acceptably is known as initiating structure.
> Assigning individual tasks to followers, planning ahead, setting goals, deciding
> how the work should be performed, and pushing followers to get their tasks
> accomplished are all initiating-structure behaviours. (p. 364)

These two groups of behaviours are widely accepted as significant, and they are

incorporated in many behavioural theories, albeit under differing labels: people/task;

supportive/instrumental; people/production; etc. For example, Knudson (1989)

references Adrian Geering's assertion that by 1980:

> consensus [had] been reached regarding the two primary general functions of a
> leader – one supportive and the other instrumental. Instrumental functions refer to
> the leader's role in motivating people to carry out the institution's goals or tasks.
> Supportive functions refer to the leader's role in being sensitive to people's needs

and concerns. Of course these two roles often conflict ... it is the function of leadership to resolve the inevitable dilemmas that emerge from the conflicting needs of the organization and those of the individual. (p. 35)

With respect to the leadership of part-time faculty there is a natural convergence between one of the primary needs of the institution (high quality instruction) and of the part-time faculty member (success in helping students learn) that is likely to make this potential tension less of a factor.

The recognition that the needs of the organization should be transformed into the needs of the individuals being led has fostered an interest in motivation. For example, some behavioural approaches to leadership have integrated the use of reward and punishment as tools for motivating followers.

The study of behaviours initially mirrored the study of traits: the focus was on observing *in general* those things that successful leaders do. However, the focus on the people-centred and task-centred behaviours led not only to tools for categorizing a leader's style, but also to ways of examining the appropriate choice of leadership style for the situation in which leadership was required. George and Jones (1996) note the contribution of the Ohio State research to the formulation of Robert Blake and Jane Mouton's Managerial Grid. (This grid provided the leadership lexicon with the term "9-1" to describe a style of leadership that was focused entirely on the task to be completed with little or no attention to the needs of the individuals being led.) The Paul Hersey and Kenneth Blanchard (1988) situational leadership model also owes its genesis to the behaviourists' focus on people (consideration) and production (initiating structure). Hersey and Blanchard focus on the interplay between a leader's attention to task and relationships. Effective leaders choose the correct mix of task oriented and relationship-oriented behaviour as appropriate for a given situation within a given environment.

Knudson (1989) notes that among the behaviours that were identified as successful are the following seven key leadership functions as originally outlined by John Gardner:

(1) affirming values and asserting a vision of what the organization can be at its best;
(2) agenda-setting, identifying goals, sifting priorities, and conceptualizing a course of action;

(3) motivating (primarily through communication), which requires knowledge of the group's needs, wants, hopes, and concerns;

(4) institution building;

(5) teaching, clarifying, defining, explaining, and articulating what a group is experiencing;

(6) developing unity through building coalitions, mediating, and resolving conflicts; and

(7) renewing through creativity. (p. 37)

Note that unlike most traits, which depend upon considerable interaction for significant impact, many of these behaviours establish a vision, priorities and systems that can penetrate beyond direct interaction with the leader. As will be seen in the findings in Chapter Four, very few part-time faculty report significant levels of interaction with the senior leaders within their institutions. This suggests that for the direct leadership of part-time faculty by the senior leaders there is a greater likelihood of guidance from the behavioural theories than from the trait theories. Fullan (2001), in focussing on leadership styles that were effective in promoting change, praised Goleman's (1998) identification of five main emotional competency sets that leaders should develop. Goleman broadly grouped these under personal and social competencies. Personal competencies include self-awareness (*knowing* one's internal states, impulses, and resources), and self-regulation (*managing* one's internal states, impulses, and resources); while social competencies include motivation (emotional tendencies that guide or facilitate reaching goals), empathy (awareness of others' feelings, needs, and concerns), and social skills (adeptness at inducing desirable responses from others). The encouraging element in the change from the focus on traits to behaviours is that behaviours, such as those outlined above, can be learned. This is not to suggest that trait theories provide no guidance, as some of these behaviours are undoubtedly more easily learned by those with some traits than others. For example an individual exhibiting emotional maturity is better positioned to acquire social skills than one who does not.

The limitation of both trait and behaviour approaches to leadership is that in their purest form they ignore the situation in which leadership is taking place. Given the definition of leadership presented at the start of this section, and the recognition that leadership is essentially a social process involving interaction between the leader and the

led, this shortcoming severely limits the value of these theories. As early as 1957, Douglas McGregor identified the significance of the interplay of variables within an environment in which leadership was being exercised. Attempts to address this shortcoming have led to contingency theories of leadership. Fred Fiedler (1967) led some of the initial work in this area with his focus on the *combination* of the characteristics of the individuals with the situations in which the leadership is being exercised.

Fiedler's theory sheds light on two important leadership issues: (1) why, in a particular situation, some leaders will be effective and other leaders with equally good credentials will be ineffective and (2) why a particular leader may be effective in one situation but not in another. Like the trait approach, Fiedler's theory acknowledges that personal characteristics influence whether leaders are effective. Fiedler was particularly interested in styles of leadership — how a person approaches being a leader. He identified two distinct leader styles — relationship-oriented and task-oriented — and proposed that all leaders are characterized by one style or the other. Leaders who are relationship-oriented want to be liked by, and to get along well with, their subordinates. Although they want their subordinates to perform at a high level, relationship-oriented leaders' first priority is developing good relationships with their followers. Leaders who are task-oriented want their subordinates to perform at a high level and accomplish all of their assigned tasks. Their first priority is task accomplishment, and they push subordinates to make sure that the job gets done. Having good relationships with their subordinates is their second priority.

Fiedler proposed that different situations led to different balances with respect to the best leadership style. Fiedler focused on three characteristics in determining the extent to which a situation was well positioned for leadership: leader-member relations, task structure, and position power. The focus of much of Fiedler's work was on *choosing* the right leader for the situation, or in *modifying the situation* to match the style of the leader. His work reflected the assumption of the trait theories that the basic traits of leaders were fixed, and that the variables were the choice of the leader and the structuring of the leadership situation.

More recently researchers have focused on the interaction between the leader and the led, and they have applied findings with respect to motivation in the assessment of leadership styles. George and Jones (1996) note that Robert House (1971) focused on positive reward systems as means to motivate followers. He identified the following behaviours that he believed effective leaders exhibit:

> Effective leaders motivate their followers to achieve group and organizational goals.
> Effective leaders make sure that they have control over outcomes their subordinates desire.
> Effective leaders reward subordinates for performing at a high level or achieving their work by giving them desired outcomes.
> Effective leaders raise their subordinates' beliefs about their ability to achieve their work goals and perform at a high level. (p. 374)

In determining how to treat their subordinates and what behaviours to engage in, effective leaders take into account their subordinates' characteristics and the type of work they do.

This focus on the interchange between the leader and the followers has led to a group of leadership theories which are referred to as transactional leadership theories. Knudson (1989) notes that some definitions of leadership incorporate this transactional focus. She cites Lee Bolman's definition of leadership: "Leaders frame experience and exercise power in a transactional process that links needs and purposes of both leader and led to produce cooperative effort" (pp. 53-54). Other researchers have focused on the exercise of power within the leader-follower transactions. Owens (2001) notes that "Power is commonly considered to be the capacity to influence others, and different kinds of power can be used to exercise the influence. The classic, generally accepted description of power identifies five kinds, or sources of power" (p. 236). The five are reward power, coercive power, expert power, legitimate power, and referent power. Referent power results "when a power holder has personal charisma, or ideas and beliefs so admired by others that they are induced by the opportunity to be not only associated with the power holder but, insofar as possible, to become more like him or her" (p. 236). For part-time faculty who are seeking full-time positions, the full-time carrot frequently serves as a prominent example of the significance of reward power.

Other proponents of transaction theories have focused on the nature of the task to develop simple rules for leaders to follow:

Megamaxims:
1. Know the task.
2. Know the situation.
3. Know the followership.
4. Know oneself. (Hodgkinson, 1991, p. 153)

The significant feature in all of the transactional approaches is that the exercise of power and leadership involves a reciprocal relationship between the leader and the followers. In Maxcy's (1991) words:

> Leaders and followers are interdependent. Yet leadership as imposition and following as compliance is the incomplete characterization that has informed the research on leadership in the social sciences literature. At any point in a discourse/practice of leading, it is possible to locate the quanta of leadership on either side of the equation. Leading is in the hands of the follower insofar as he/she accedes or seeks to resist the power of the leader. (p. 196)

This focus on the interrelationship of the leader and the led has fostered a focus on the role of values and morals in leadership, and is giving birth to a new group of theories, generally referred to as transformational theories of leadership.

Robert Owens (2001) attributes the conceptualization of transformational leadership to James MacGregor Burns. Owens notes that Burns identified two different basic styles of leadership.

> In the most commonly used type of leadership, the relationship between leader and followers is based on quid pro quo transactions between leaders and followers. Transactional educational leaders can and do offer jobs, security, tenure, favorable ratings, and more in exchange for support, cooperation, and compliance of followers. In contrast the transformational leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. This evokes a third, and higher level, of leadership — that is, the concept of 'moral leadership' that began to receive so much attention in education in the 1990s. (pp. 243 – 244)

If community colleges choose to significantly increase the use of part-time faculty in additional roles beyond teaching, it may well be this form of transformative/moral leadership that will result in successful relationships.

The role of values and culture in leadership

The interplay of values associated with the role of part-time faculty is very complex. As the data presented in Chapter Four will demonstrate, the very act of teaching is intrinsically valued by a substantial majority of part-time faculty. This may differentiate part-time faculty from other non-full-time, or so called contingent, workers. Studies of part-time employment in the general workforce have raised questions with respect to how organizations should best maintain and build organizational culture when a significant portion of the workforce is not full-time:

> Contingent workers may not stay long enough to detect and assimilate to the client employer's culture. These situations can result in either cultural blending or cultural blandness, depending on how the employees are managed. These situations may have implications for the company's long-term vitality. (von Hippel et al, 2006, p. 56)

Owens (2001) suggests that, in general, values underlie the very nature of the leader-follower relationship.

> Why do followers entrust power to leaders? Often, and perhaps at the highest level, because the followers are drawn to the ideas of the leader, because they share in the values and beliefs of the leader, and because they are convinced that the leader can represent the followers well in the inevitable conflict with others for control of resources to achieve what the leader and the followers are bound in mutual commitment to achieve. (p. 235)

This focus on values and morals has a particularly strong resonance when the focus is on leadership in education. Hodgkinson (1991) notes that "values constitute the essential problem of leadership and that the educational institution is special because it both forms and is formed by values" (p. 11). Duigan and Macpherson (1992) describe educational leadership as a dialectical process focusing on values, and they note that leadership is "central to the negotiation of what will count as important in education and what will count as morally right" (p. 3).

George and Jones (1996) praised Bernard Bass's contributions that resulted from his research on situations in which leaders have appeared to transform their followers. Bass suggested that this occurs in three significant ways:

1. Transformational leaders increase subordinates' awareness of the importance of their tasks and the importance of performing them well.

2. Transformational leaders make subordinates aware of their needs for personal growth, development, and accomplishment.
3. Transformational leaders motivate their subordinates to work for the good of the organization rather than exclusively for their own personal gain or benefit. (p. 384)

Bass views successful transformational leaders as charismatic leaders, however recent leadership literature has called into question the importance of charisma as a key leadership trait (Senge, 1990; Fullan, 2001). As described above, Owens argues that the success of transformational leaders depends more on the extent to which they share values with those they lead.

Peter Drucker (1974) argues that values and goals are not only concerned with the motivation of employees; understanding the organization's goals and values is critical to the effective establishment of controls that determine acceptable and non-acceptable action. As will be seen in the research results presented in Chapter Four, over 80% of the part-time faculty surveyed expressed satisfaction with their current part-time teaching role. Given the nature of the standard part-time faculty employment relationship, I suspect that their high level of satisfaction may be reflective of a strong commitment to shared values and goals. Drucker identifies the link between organizational goals, and the values and morals that underpin them. "Controls in a social institution such as a business are goal-setting and value-setting. They are not 'objective'. They are of necessity moral" (p. 496). Drucker is not suggesting that these controls are necessarily good, only that they relate to underlying value systems. In an educational institution that hopes to set standards for student assistance, academic integrity, and evaluation of student work, amongst other factors, the moral compass that should arise from shared values and goals is critical to the organization's success. Although Drucker's reference to controls may bother those who view leadership as involving a shared journey, even as he employs this rather directive view of management Drucker recognizes a need to ensure that institutional direction reflects individual motivations. "A social institution is comprised of persons, each with his own purpose, his own ambitions, his own needs. No matter how authoritarian the institution, it has to satisfy the ambitions and needs of its members" (p. 504).

This recognition of the importance of shared values and purpose is reflected in a broad range of literature on leadership. Gareth Morgan (1986) views this underlying shared understanding and meaning as an important factor in effective leadership. "Just as a tribal society's values, beliefs, and traditions may be embedded in kinship and other social structures, many aspects of an organization's culture are thus embedded in routine aspects of everyday practice" (p. 132). Furthermore, Morgan argues that ". . . the process of becoming a leader ultimately hinges on an ability to create a shared sense of reality" (p. 133). David Hurst (1995) speaks of this shared sense of purpose as being "the central set of values to which everyone can refer, either as a guide to action or as a justification for having taken action. In effect, it permits coordinated individual initiative without formal control: it empowers individuals to act, but in harmony with each other" (pp. 39-40).

Schein (1992) notes that values are just one element of overall organizational culture. He argues that organizational culture can be "created, embedded, developed, and ultimately manipulated, managed, and changed" (p. 1). Schein emphasizes the link between culture and leadership: "These dynamic processes of culture creation and management are the essence of leadership and make one realize that leadership and culture are two sides of the same coin" (p. 1). Indeed, Schein defines his concept of leadership in reference to culture:

> the only thing of real importance that leaders do is to create and manage culture and . . . the unique talent of leaders is their ability to understand and work with culture. If one wishes to distinguish leadership from management or administration, one can argue that leaders create and change cultures, while managers and administrators live within them. (p. 5)

Schein illustrates the basic structure of culture through a three-level diagram (see figure 1). The diagram is useful in examining the elements of culture that will need to be addressed if we are to meaningfully change the relationship with part-time faculty. If college leaders are to substantively alter the manner in which they engage part-time faculty, the change will have to reach to the basic underlying assumptions associated with the role of part-time faculty.

Figure 1

Schein's Depiction of Culture

Artifacts	Visible organizational structures and processes (hard to decipher)
Espoused Values	Strategies, goals, philosophies (espoused justifications)
Basic Underlying Assumptions	Unconscious, taken-for-granted beliefs, perceptions, thoughts, and feelings (ultimate source of values and action) (p. 17)
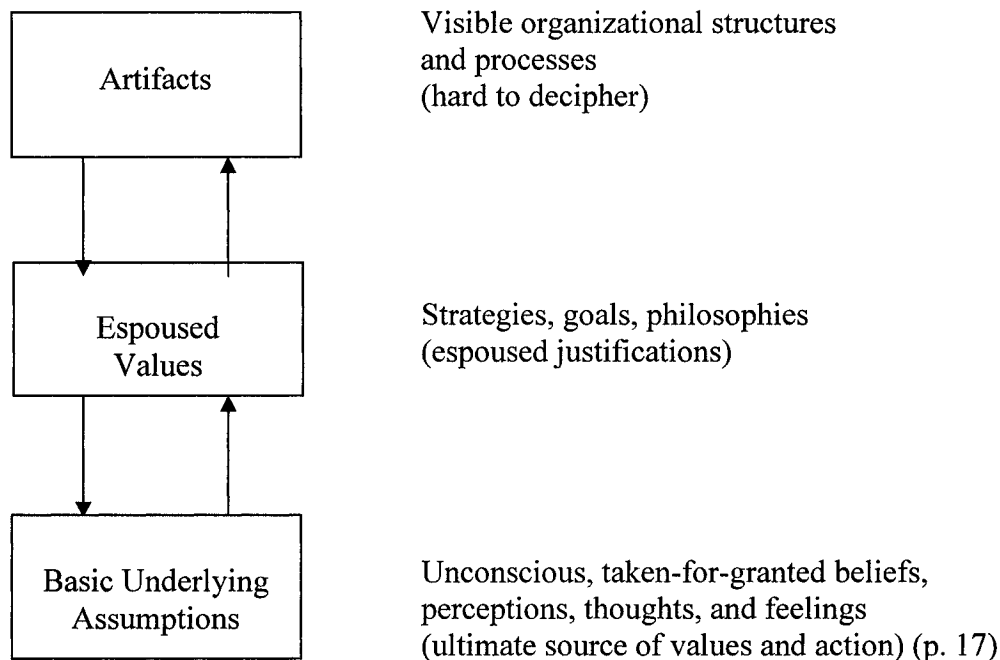
Schein's focus on basic underlying assumptions suggests why part-time faculty demonstrate strong commitment and high satisfaction: the underlying goals related to educating individuals at community colleges appear to be both powerful and broadly held. Chapter Four will describe the extent to which the part-time faculty surveyed felt committed to the mission and goals of their institutions.

Implications of leadership theories

I will conclude the section on leadership theories by discussing the leadership model proposed by Peter Senge (1990). Senge approaches leadership from the perspective of systems theory, a field in which he has been a leading researcher and writer through his work at MIT's Sloan School of Management. Senge views many management and leadership failures to be a result of attempts to fix individual problems without having an awareness of the overall system in which the problem resides. He proposes that we think of organizations as systems that are capable of learning. Max Weber (1947) had originally developed the concept of the bureaucracy as a model

organization. His model bureaucracy treated workers as dispassionate tools within a mechanical administrative structure. Theorists and researchers studying leadership have come to consider this view of employees as increasingly inappropriate, and as a result progressively less attention was paid to organizational structure. One of Senge's major contributions is that he has caused us to refocus on structure, within the context of intelligent, motivated employees. He notes that despite the many differences between individuals "when placed in the same system, people, however different, tend to produce similar results" (p. 42). The result of this focus on systems and structure is that Senge's vision of leadership has broadened beyond those theories which have focused on either the leader alone (trait and behavioural) or the leader/follower dyad (transactional and transformational).

Senge views the role of the leader as consisting of three major functions: designer, steward and teacher. The *designer* is responsible for creating systems within the organization that allow individuals to learn how to successfully complete their own functions, while at the same time sharing understanding with others so that the organization learns and improves. The *steward* is responsible for the fostering the organization's story, or sense of purpose. The values and moral purpose that were discussed under transformational leadership have to be seen as part of a larger whole, connecting the current organization with its past and its desired future. The *teacher* is concerned with fostering learning throughout the organization so that the organization's members can develop an understanding of the systemic environment in which they function. Extensive use of part-time faculty in additional roles beyond teaching will demand this form of systems-focussed leadership. This is particularly true if opportunities for successful engagement are to be developed in a manner that neither diminishes the level of satisfaction that part-time faculty currently reflect, nor engenders resistance from those who fear part-time intrusions on what may currently be full-time work.

A Conceptual Framework

The preceding sections on leadership and motivation theories suggest, inter alia, that the interaction between the leader and the followers is critical, leadership appears to be most successful in environments of shared values and a shared sense of moral purpose, and the organizational structure within which the leader and the followers work can impact positively or negatively on organizational performance. Furthermore, a variety of theories on motivation have been explored. Motivation has been shown to be a complex phenomenon, and there is a recognition that motivation may arise intrinsically from the goals and structure of a job.

How does this relate to the engagement of part-time faculty? "The research documents that part-timers have strong feelings about whether they are or are not connected to or integrated into campus life. For the most part they feel powerless, alienated, invisible and second class" (Roueche et al., 1995, p. 92). Comments such as this clearly suggest that there exists a lack of positive leadership relating to part-time faculty. Conceptually, I have found it useful to think of the factors with which part-time faculty interact, and to represent these factors in the form of a diagram (see Figure 2).

Figure 2

A Conceptual Framework for the Leadership of Part-Time Faculty
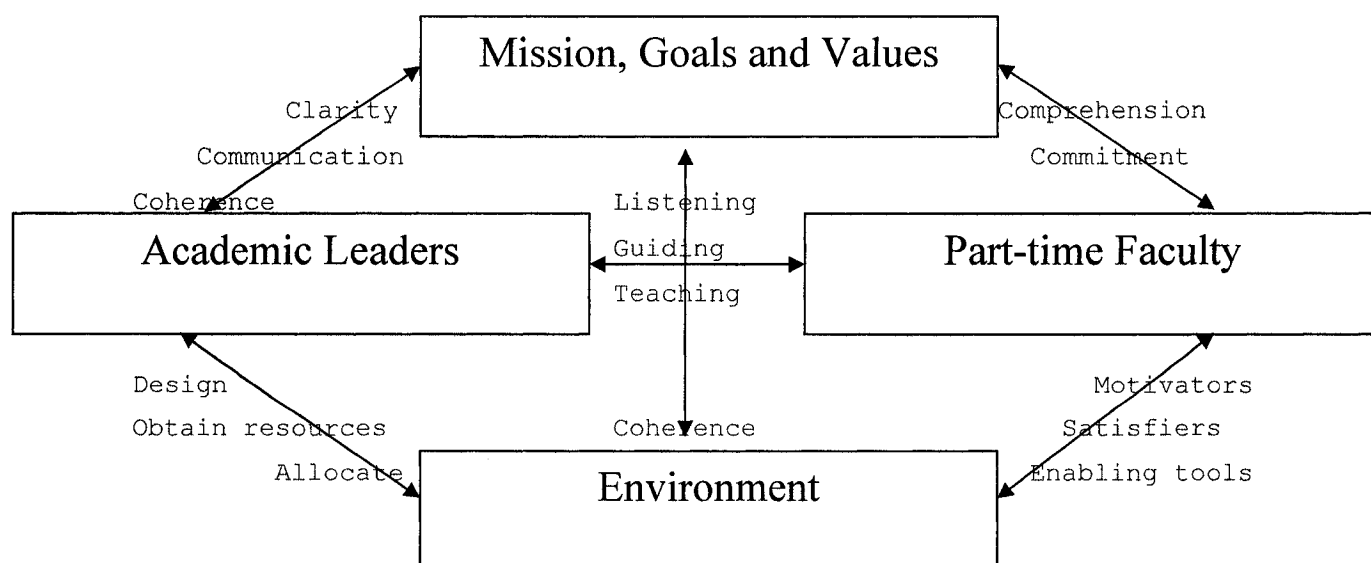
The upper block represents the mission, goals and values of the organizational unit. With respect to a college this organizational unit could be the whole college, or it may be a subunit of the college, for example an academic department. Leadership occurs at many different levels of an organization, and the analysis implied by the diagram could be carried out at the institutional level, or for a smaller unit. Similarly, the block labelled "academic leaders" is intended to reflect the leader or leaders under study at a given point. The part-time faculty block represents the part-time faculty who are under the sphere of influence of the leader, and the environment represents the conditions under which the unit in question operates.

The double arrow between the academic leaders and the mission, goals and values represents the clarity with which the mission, goals and values have been enunciated, the effectiveness of the communication of these items by the leaders, and the extent to which the leaders' behaviours correspond with these values. The double arrow between the part-time faculty and the mission, goals and values represents the extent to which the part-time faculty are aware of, and committed to these items; as well as the extent to which part-time faculty can influence the development and definition of the mission and goals. As will be seen in Chapter Four, part-time faculty indicate a strong commitment to the mission and goals of their colleges, although it is less clear whether this commitment relates to the specific mission and goals of the college, or of the overall teaching mission of community colleges.

The double arrow between the academic leaders and the part-time faculty represents the interaction that occurs between these parties. To what extent do opportunities exist for the part-time faculty to be influenced by the leaders, and vice versa? As will be seen in Chapter Four, for most part-time faculty the interaction with college leadership is sparse or non-existent. The line between the academic leaders and the environment represents the influence that these leaders have on the environment within which the part-time faculty operate. The use of the double arrow is in recognition that the leaders will be shaped by the environment in which they operate even as they attempt to shape and control it. This is the area in which Senge's expectations of the leader as a designer and a steward become so important.

The double arrow between the part-time faculty and the environment represents the potential for the environment to meet the needs of the part-time faculty, as well as the potential for the part-time faculty to exercise some level of influence on this environment. As described in this chapter, the published literature documents working conditions for part-time faculty that are clearly less than ideal. The arrow between the organization's mission, goals and values and the environment represents the coherence between these items.

This study has primarily focussed on the factors represented by the arrows that flow to and from the part-time faculty box. The study of the existing working conditions and attitudes of part-time faculty reflect upon the extent to which the environment supports the part-time faculty in their role. Part-time faculty's comprehension of, and commitment to, the college's mission goals and values reflects the extent to which current leadership impacts upon their behaviour. The study of part-time faculty's interest and attitudes with respect to additional roles that they would like to assume will help to identify the impact that the assumption of these additional roles would have on the relationship of the part-time faculty to the other elements in the diagram. In particular, if part-time faculty move into additional roles that are not strictly related to the education of students, it will be important that they understand not only the intrinsic goals associated with teaching in a community college, but also the specific goals that are intended to move the college forward.

How can part-time faculty be successfully integrated into the culture of a college? Gappa and Leslie (1993) determined that there were four important factors that determined whether institutions had created conditions under which part-time faculty could begin to feel integrated into the institution:

> First, attitudes of central administrators and department chairs help to establish a climate in which part-timers feel that their efforts are appreciated and that they have access to decision makers. Second, conducting a formal orientation for part-timers is both a symbolic and a practical gesture that helps them find their way into and around the institution with a sense that they are welcomed. Third, inviting part-timers to participate in department and institution decision making gives them a feeling that they have a stake in both program and personal development. Finally, encouraging and supporting professional development

activities expands part-timers' capacities and improves their morale and commitment. (p. 213)

The orientation process is more than just a preparation for existence in the part-time faculty role; it is a socialization process that will be critical in assisting the part-time faculty member to associate with the values and moral purposes of the organization.

> Socialization of new employees to an organization is a crucial element of the personal relations process. They learn not only technical details of organizational life, but absorb attitudes and values of the college community during this process. This initiation—whether formal or informal—transmits important cues, models, and expectations to novices, and provides a framework for their behavior and attitudes. Messages about their roles are communicated, and reference groups or complementary roles are identified. It is a time and an experience which set the tone for how one can expect to be treated and how one commits oneself to playing a particular role. (Leslie et al., 1982, p. 81)

Biles and Tuckman (1986) note that there are a range of rights and privileges that full-time faculty enjoy that provide them with a sense of inclusion and participation in the institution. These include:

- An important voice in the selection, retention, and termination of academic colleagues
- The right to determine the programs, courses, and course content to be taught in their department
- The right to define their own rules in unsupervised teaching and research
- Within limits the right to determine their own workload, content and hours of work
- The right to regulate their activities through a code of ethics
- Within limits, the right to judge their colleagues' professional productivity and rights to promotion and other rewards. (p. 7)

They feel that extending many of these rights and privileges to part-time faculty could fundamentally alter the relationship for the better. Roueche et al. (1995) list a number of day-to-day things that if provided equitably could make part-time faculty feel like they belonged. These include office services, telephones, mailboxes, coffee, listing in the college catalogue, invitations to faculty meetings and social events, and some voice in college and departmental decision making. The survey results in Chapter Four will indicate the extent to which these tools are currently provided to part-time faculty within the colleges that participated in the study.

McGuire (1993) suggests that the inclusion of part-time faculty in non-classroom activities such as student advising, textbook selection, curriculum development, grant applications and committee service, will engender a greater commitment to the institution. The feedback provided by part-time faculty in Chapter Four will support this contention.

Conversely, Leslie et al. (1982) note that poor communication with part-timers produces a feeling of non-inclusion, as well as presenting some practical challenges.

> New part-timers had to learn by the experience of several terms or years before becoming familiar with the ways in which the resources of the college could be turned to instructional and professional advantage. Most part-timers are extremely busy; most have a multitude of other commitments and activities. Lack of time was mentioned by nearly all categories of part-timers in our case studies as being a primary detriment to their work efforts. Thus, the kinds of disadvantages identified here—the unpredictability; the lack of support, access, and communication; the little inefficiencies—were ever more important as prices which had to be paid by some part-timers. (p. 103)

Pisani and Stott (1998) completed a study of the factors that influence part-time faculty's commitment to developmental advising. They found that "integration into the department had the greatest positive influence on part-time faculty's participation in developmental advising activities" (p. 135). And yet Schuetz (2002) notes that the 2000 Center for the Study of Community Colleges survey suggests there exists "a relative isolation of part-timers from colleagues and administrative activities" (p. 42). It appears that if the goal is to motivate part-time faculty to contribute beyond the classroom, the environment has certainly not been structured to facilitate that outcome.

Many researchers find the relatively high levels of satisfaction of part-time faculty to be anomalous in comparison to the conditions under which they work.

> Regarding overall commitment, part-time faculty members were asked if they would do it all over again if given the opportunity. Not only were part-time faculty members willing to do it all over again, ... part-timers were more willing to repeat the experience than were full-time faculty members. (Antony & Valdadez, 2001, p. 107)

However, recalling the importance of autonomy to job satisfaction and commitment it is worth noting the findings of Feldman and Turnley (2001) in relation to adjunct faculty in universities. "For many adjunct faculty, the opportunity to have scheduling flexibility

was the major attraction of this type of work" (p. 6). "Participants in the study were generally pleased with the amount of autonomy they had in their jobs and the amount of challenge in their work" (p. 7). If part-time faculty are to be encouraged to contribute to their institutions in other ways, it will be important that this sense of autonomy be maintained.

This chapter has demonstrated in numerous ways that many of the conditions which are normally considered necessary for establishing effective leadership, appear to be absent in the relationship that most higher education institutions have with part-time faculty. During the time when the trait and behaviour theories of leadership were considered as adequate depictions of the conditions under which leadership occurred, perhaps this would not have been perceived as a problem. Leaders would be chosen who either *possessed the right characteristics*, or *exhibited the correct behaviours*; part-time faculty could seek them when in need of leadership and the leaders could communicate with the followers when they needed to establish direction. However, as has been presented, there is now general agreement that leadership is a distinctly social process. Successful leadership depends both upon the nature of the leader-follower interactions (the transactions) as well as the overall environment in which the leadership is being exercised, and the sense of inclusion that the follower feels in the environment, including agreement on values and a sense of moral purpose. Senge (1990) introduced the role of leader as designer; this section demonstrates that far more appropriate designs are required in the average higher education institution if we are to establish conditions under which part-time faculty can readily engage in additional roles beyond their classroom teaching.

Summary

This chapter has examined literature related to the part-time faculty experience in higher education institutions in North America, a range of leadership and motivation theories, and the relation of one to the other. Leadership literature is frequently written from the perspective of the leader, and tends to view the led as some form of homogeneous mass. With respect to part-time faculty there exists substantial evidence that their experience at

colleges is substantially different from that of full-time faculty, and conditions that could reasonably be expected to impact upon employee motivation and commitment vary dramatically. However, I have not really addressed the question as to whether or not it matters. In addressing this question it is important to consider what it is that we hope to achieve. In *Alice's Adventures in Wonderland* (Carroll, 1865) there is a point at which Alice meets the Cheshire Cat, and seeks direction from the Cat:

> 'Would you tell me, please, which way I ought to go from here?'
> 'That depends a good deal on where you want to get to,' said the Cat.
> 'I don't much care where—' said Alice.
> 'Then it doesn't much matter which way you go,' said the Cat. (p. 47)

I am not convinced that we know what it is we hope to do in leading part-time faculty. If we are only concerned with their performance in the classroom, perhaps we do not require much more leadership. In the research on part-time faculty by Leslie et al. (1982) the most important motivation in teaching for most faculty was the intrinsic satisfaction they received from the teaching experience. The contingency theories on leadership suggest that when you have highly motivated followers pursuing well-defined tasks, in this case a defined curriculum, little leadership is required.

However, if part-time faculty assume additional roles, beyond the classroom, their comprehension of, and commitment to, the mission, vision and goals of the institution become increasingly important. As Alice found in her adventures, direction does matter.

Despite the lack of agreement with respect to the definition of leadership, and the multitude of theories about leadership, there seems to be a belief that, in general, leadership is important. Modern theories of leadership virtually all view leadership as a social phenomenon involving critical interactions between the leader and the follower. As depicted throughout the research on part-time faculty, most of the current arrangements provide minimum levels of social interaction between the leader and the potential followers, and as a result one could assume that leadership in this environment will be less effective than it could be, and perhaps less effective than it needs to be if part-time faculty are to assume additional roles.

Chapter Three will outline the design of the study that was used to investigate the nature of the current part-time faculty working environment, their interest in being

engaged in additional roles and the conditions under which they feel that they would be satisfied within these roles. Chapter Four will report the results of this investigation, and Chapter Five will identify the many areas that remain to be examined if colleges are to effectively leverage the contributions from the faculty group that now constitutes the majority of their academic employees.

Design of the Study

This chapter describes the research that has been conducted in support of this dissertation. It examines the goals of the research, the methodology employed, the nature of the sample and the limitations associated with the data collection.

Questions to be Examined

The intent of the research was to identify contributions that part-time faculty feel they would be willing and able to make to the operation of their college beyond their classroom related activities, and of the conditions that would make them satisfied in doing so. In order to be able to compare the results from this study with previously conducted research, data was collected on the demographics and nature of the current employment relationship for part-time faculty. In addition, the views of administrators were sampled to assess the extent to which colleges might be interested in engaging part-time faculty in the additional roles in which they expressed interest.

The research focused on the following questions:

1. In what ways do part-time faculty feel that they could make significant additional contributions to their college?

2. What factors would motivate part-time faculty to make these contributions and what factors would make them feel satisfied in making these contributions?

3. Are college administrators inclined to engage the part-time faculty in these additional roles?

Methodology Employed

To address the questions identified, I conducted research at three institutions within Ontario's public system of Colleges of Applied Arts and Technology. The three colleges included one large urban college, one medium-sized urban college, and two small rural campuses of a multi-campus institution. The colleges were deliberately selected to include variety in size and urban versus non-urban locations. However, the inclusion of each specific college was based upon my success in gaining approval to conduct a survey of part-time faculty at a time when there was a movement to gain the

right for part-time faculty to unionize and to bargain collectively, a right that most college part-time faculty lacked at the time of the survey. I had the greatest success in gaining approval at institutions where one or more senior administrators were involved in comparable doctoral studies in higher education. At each of the colleges where the surveys were conducted there were senior administrators who were currently, or had been, involved in doctoral programs in higher education. A comparison of the survey sample as compared to the overall composition of the Ontario college system is included in the Sample Selection section later in this chapter.

Subsequent to the administration of the surveys I attempted to involve part-time faculty in focus groups to explore the extent to which they felt that the survey results reflected their experience. However, in each college I was unsuccessful in attracting part-time faculty to participate in a focus group and instead I switched to conducting interviews with volunteer faculty. In the case of one college the faculty volunteers were recruited by invitations passed on by other faculty or administrators who I interviewed. At the second, the volunteers had originally responded to the email for the focus group but were unable to make the designated time, and at the third volunteer faculty were recruited through an email that was sent out on my behalf by one of the full-time faculty. I also conducted interviews with eight administrators spread across the three colleges. The administrators were recruited through emails soliciting their involvement.

The surveys sought responses from individuals who self-determined that they met the definition of part-time faculty as used by Judith Gappa (1984):

> Anyone who (1) teaches less than the average full-time teaching load, or (2) has less than a full-time faculty assignment and range of duties, or (3) may have a temporary full-time assignment. The definition excludes full-time faculty or staff who are teaching an overload. (p. 5)

Following this quotation on the survey (Appendix A) was the following further clarification: "The definition *excludes* faculty who are teaching a reduced load within a full-time position. The definition *includes* faculty who combine part-time teaching at several institutions to maintain the equivalent of a full-time load."

In selecting the faculty to whom the surveys would be distributed I asked the colleges to limit the distribution to part-time faculty who taught within full-time programs. Full-time programs were defined as those programs that were offered in a

manner that would accommodate full-time students. The intent was to exclude continuing education courses. This selection is not intended to suggest that those who teach in part-time (continuing education) programs would necessarily not be interested in assuming additional roles. However, my experience suggested that the continuing education part-time faculty tended to have less interaction with the institution than those part-time faculty who were part of a team delivering a full-time program. Expanding the study to gather sufficient data on both groups so that this apparent difference could be investigated would have expanded the data collection requirements beyond what was feasible. Notwithstanding the intended distribution to part-time faculty teaching in full-time programs, the survey contained a question that allowed respondents to identify themselves as teaching solely in a part-time program. Of the 163 responses received, 13 indicated that they taught only in continuing education and 20 indicated that they taught a mix of full-time and continuing education courses.

Surveys were distributed to 300 randomly selected part-time faculty at the large college. At the medium-sized college and the small rural campuses the surveys were distributed to the entire pool of part-time faculty who met the definitions above and who were engaged for the term in which the study was conducted. This resulted in the distribution of 150 surveys at the medium-sized college and 80 at the small rural campuses. The number of surveys distributed at the large college was chosen based upon the assumption of a 30% response rate, the sample size calculation indicated below and an estimated population of 500. The 30% response rate was based to some extent on the experience of Hazel (1997), who in 1996 conducted a survey of part-time faculty in continuing education at one of the Ontario colleges, and had a response rate of 29%. Actual response rates for the surveys distributed were 26% at the large college, 40% at the medium-sized college and 30% at the two rural campuses.

The sample size calculation was based on an assumed normal distribution, random sampling, 95% confidence level, 10% confidence interval and a worst case assumption of a 50% distribution of the factors being examined. The formula used for calculating the sample size required for each population was as follows:

$$SSA = SSI / (1 + (SSI - 1) / P)$$
$$SSI = (z^2 * p * (1-p)) / c^2$$

Where:

SSA = sample size required for the population size being examined

SSI = sample size for an infinite population

P = actual (or estimated) population size

p = probability that a factor applies to a member of the population (a worst case .5 was used in each calculation)

z = the z value relating to the confidence level used (e.g. 1.96 for the 95% interval)

and c = the confidence interval (e.g. .10).

In fact, the estimated population at the large college was 400 (less than the 500 originally assumed), and thus the sample size (of completed surveys) required for a 95% confidence level and 10% confidence interval, based upon an assumed 50% distribution of factors in the population, is 78. For the medium sized college (with 150 faculty matching the criteria) a sample size of 59 would be required and for the rural campuses (with a population of 80) a sample size of 44 would be required. For the estimated total population of 11,326 part-time faculty in the colleges (Colleges Ontario, 2008) a sample of 96 would be required. Note, these calculations assume a random sample. For individual colleges the randomness of the sample is reduced by the voluntary choice that faculty made with respect to whether or not to return the survey. For the college system, since data were collected from only three of 24 colleges the sample is clearly not a random sample of the entire part-time faculty population. Nonetheless, the three colleges were selected to represent a reasonable representation of the overall system and, as will be seen in Chapter Four, for most of the factors there was little apparent difference among the institutions.

The actual numbers of responses were 79 for the large college, 60 for the medium-sized college and 24 for the small rural campuses. Thus the sample size met my criteria for the overall system, large college and medium sized college, but not for the two rural campuses.

In each case surveys were distributed by the colleges so that I had no record of who the part-time faculty were or who received the surveys. Each survey package contained a stamped-addressed envelope for returning the surveys through Canada Post

as well as a covering letter describing the purpose of the survey (Appendix B). Surveys were to be returned within three weeks of their distribution.

Respondents were asked to identify their motivation for teaching according to a set of statements that reflected Gappa and Leslie's (1996) categorization, although different terminology was chosen to increase the likelihood that the categorization would be understood. In place of asking respondents to group themselves according to Gappa and Leslie's career enders; specialists, experts and professional; aspiring academics; and freelancers categories, they were asked to indicate which of the following statements best described their reason for teaching part-time:

- I have retired from my full-time employment position and at this point in my life I wish to teach only on a part-time basis.
- I am hoping to become a full-time faculty member but at this time I am only able to obtain part-time teaching.
- I am involved full-time in another career, but I enjoy teaching so I have contracted for this part-time teaching position.
- At this point, I am not involved full-time in another career but for personal reasons I prefer to teach only on a part-time basis.

The surveys did not collect the respondents' names and there was no way of linking surveys back to individual part-time faculty or of knowing who had responded. The demographic section identified factors such as the college, the program area, and the length of the affiliation with the college. College identifiers on the individual surveys permitted an analysis of the responses by the nature of the institutions. Survey responses were entered into SPSS Graduate Pack 16.0 for Windows for analysis, with the exception of written responses which were compiled using Word.

The surveys collected demographical information such as age, subject area taught, years teaching part-time, years with the current institution, commuting distance and whether or not respondents taught at another institution. The focus for the demographic data was on those factors that might change significantly from institution to institution or, as in the case of an aging population, over time. As a result, the survey did not identify the gender, race, ethnicity, social status or other common demographical information of the respondents. In retrospect, it might have been useful to have included gender as the

interviews appeared to reveal some differences in motivation and expectation for women as versus men. The surveys queried respondents with respect to both their current working conditions as well as the working conditions that they felt would be needed to be successful and satisfied in an additional role. Information was collected on the respondent's understanding of and commitment to the mission and goals of their college as well as their integration with campus life. Individuals were asked to indicate their motivation for teaching part-time, current level of satisfaction with their part-time teaching role and, through a written response, the main factors contributing to their current level of satisfaction/dissatisfaction.

The second section of the survey asked respondents to indicate their interest in contributing to the college through a role not directly associated with their teaching and to identify the areas in which they may be interested in doing so. Those who indicated that they may be interested in making a further contribution were asked their primary motivation for doing so and their expected level of compensation as compared to full-time employees currently engaged in those tasks. Finally, those who were potentially interested in other roles were asked how they thought assuming an additional role would impact their overall sense of commitment to their institution, satisfaction with teaching, and the quality of their teaching.

As previously noted, the surveys employed a categorization scheme, based upon Gappa and Leslie's (1996), for grouping the part-time faculty by their motivation for teaching part-time. Considerable research has been conducted across North American post-secondary institutions with respect to the conditions under which part-time faculty work, the relative success they have in promoting student learning and the levels of satisfaction of part-time faculty. However, there has been little, or no, analysis of contributions that part-time faculty may wish to make within their institutions, other than those directly related to students in their classes. As a result, although the definition of part-time faculty and the categorization of part-time faculty were chosen to align with previous studies, there were no established common categorizations to use with respect to the roles that extended beyond the classroom.

As noted, the survey responses were coded into SPSS for statistical analysis. However, the nature of the data collected does not permit much meaningful statistical

analysis beyond descriptive statistics. Although Pearson correlation coefficients were examined for several pairs of data, most of the survey questions had no natural ranking of responses and as a result correlations were not appropriate. The primary descriptive statistics used were frequency counts and cross tabulations.

For the written responses, I performed a content analysis (Berg, 2001; Strauss & Corbin, 1998; Silverman, 2000) based upon the themes, or concepts, that appeared within the individual comments. Counts were conducted to identify the number of times a theme was referred to within the responses to a particular survey question. Although this introduces the potential for some element of bias in my counting, the variety of language associated with issues relating to a faculty member's working conditions and experiences is so broad that a narrower word-based count would have caused me to miss the proverbial forest while counting the trees. Even the approach that I used resulted in 22 different categories for counting the comments. In addition to these counts, I identified particularly representative quotations to be used in Chapter Four in highlighting the nature of the feedback received.

In addition to the surveys, I had planned on conducting focus groups, consisting of three to seven part-time faculty at each of the three colleges. The content for the emails distributed by the colleges inviting faculty to the focus groups is provided as Appendix C. As previously noted, I was unsuccessful attracting part-time faculty to the focus groups so in lieu of these I invited part-time faculty to participate in brief interviews. This invitation is provided as Appendix D. The email inviting participation in either the focus group or interviews was sent to all part-time faculty within the college who taught within full-time programs. In one of the colleges there was no easy way to distribute to this group so the invitation was integrated into general communiqués to faculty. With respect to the overlap between those invited for focus groups or interviews with those who completed the surveys, the anonymous nature of the surveys meant that there was no way of knowing to what extent the groups overlapped. I eventually conducted six interviews with part-time faculty. The purpose of these interviews was to provide an opportunity to explore the views represented on the surveys in greater depth, as well as to confirm that my sample was representative. The interviews were recorded and later transcribed.

In addition, interviews were conducted with two to three senior administrators at each college to assess the extent to which they believe that the additional contributory roles, as identified by part-time faculty, could be of value to their college. The administrators were chosen to represent a range of functions and were solicited either through a general email to the campus, as done on the rural campus, or to targeted administrators based upon their job position. The invitation for these interviews is included as Appendix E. The administrators included two presidents, a campus director, campus registrar, associate vice-president academic, vice-president research, vice-president communications and vice-president human resources. The interviews were recorded and later transcribed. Although four of the eight administrators were either involved in, or graduates of, a doctoral program in higher education, this was not a criterion for their selection.

The combination of the surveys, faculty interviews and administrator interviews allowed me to perform a form of triangulation (Silverman, 2000) with respect to the extent to which my survey sample was representative. This assessment occurred with respect to the demographics, reasons for teaching part-time and current working conditions. In both the faculty and administrator interviews the initial portion of the interview included an analysis of the summarized results from the surveys, followed by questioning with respect to the extent to which the survey results matched the observations of the individual being interviewed. A majority of the administrators interviewed had taught at some point so their perspective reflected both their teaching and their administrative experience.

The interviews were conducted in a semi-structured fashion (Berg, 2001) with a standard set of questions that were asked in a conversational fashion and supplemented by further probing questions based upon the responses received. As previously noted, the interviews were (with one exception) recorded and later transcribed. The questions for the part-time faculty interviews are included in Appendix F and those for the administrator interviews in Appendix G. The content analysis of the interviews was performed through an analysis of the transcripts, identification of themes, tallying of content related to reoccurring themes and a summarization of common views and observations.

Sample Selection

The Ontario Colleges of Applied Arts and Technology consist of 24 distinct colleges. Five of these colleges are large colleges located within the greater metropolitan area surrounding Toronto. In addition, there are two large colleges outside of Toronto. There are eight colleges that could reasonably be categorized as medium-sized, and a further nine institutions that are distinctly smaller, two of which are dedicated to French language instruction.

To reflect this range of institutions I selected three colleges that appeared to be representative of each of these three broad groupings. I was successful in getting permission to conduct the research at the large and medium-sized institutions I had selected but I had difficulty in obtaining permission to conduct research at a small college. During the period in which I was seeking approval, there was a drive underway to unionize part-time faculty (more about this in Chapter Four) and the small institutions I approached were concerned that surveying part-time faculty in any manner could result in increased tension within their labour environment. As a result, in lieu of a small college I chose to use two small rural campuses of a medium-sized college. The number of surveys that were distributed at the various institutions reflected the relative sizes of the institutions/campuses on which the research was being conducted.

For the college system, 56% of students attend colleges that I have categorized as large, 31% medium-sized and 13% small (Colleges Ontario, 2008). By comparison, the 163 survey responses involved 49% from the large college, 37% from the medium-sized college and 15% from the small. Thus, the distribution of the survey responses roughly reflects the volume of full-time equivalent student activity across the colleges, with a slight under representation of the large colleges in favour of the small and medium sized institutions. The sample was not representative of faculty teaching in the French institutions, as neither of the two French language colleges was included. In addition, the sample did not reflect the northern colleges in the province, and to the extent that they may represent a different demographic that has been missed.

The interviews were conducted in a less representative fashion, with two faculty and two administrators interviewed at the large college, one faculty and three

administrators interviewed at the medium-sized college, and three administrators and three faculty at the small rural campus. With respect to the administrators, several had experience at a more than one college and a number of them were involved in college system committees that examined issues of importance to the overall system of colleges.

Data Quality: Reliability/Validity

As was noted above, the study examined only three Ontario community colleges, and these colleges may, or may not, be representative of other institutions, although the colleges were selected in a manner that was designed to produce a representative sampling. The overall survey sample size (163) would be sufficiently large to produce a confidence level of 95%, with a confidence interval of 10%, in a normally distributed population with a 50% split in the factors being studied. However, the survey was not a random sample in that it involved only three colleges and it was biased by the fact that only those who completed and returned the surveys had their views represented. Also, as previously noted, the sample of 24 returned surveys from the small rural campus population of 80 is too small to meet the 95% confidence level and 10% confidence interval criteria.

Nonetheless, the interviews of administrators and faculty allowed for a triangulation of the data, at least with respect to the three colleges within the study. The feedback received suggested that the data was representative of the conditions at each of the three institutions included in the study. In addition, as the data analysis in Chapter Four will indicate, there is very little apparent difference in the views expressed between faculty at the three institutions.

Hence, the reliability of the data is compromised by the non-random sampling and the low response rate at the small college, but the overall response rate and the post-survey triangulation suggest that the data is reasonably reliable for the nature of the factors being studied. (The question is not precisely how much interest there is among part-time faculty in assuming additional roles, it is whether or not there is interest and an identification of factors that may influence that interest.) With respect to the validity of the data, the interviews appeared to confirm that respondents understood the questions asked and their responses appeared to reflect their views related to the issues addressed in

the study. The exceptions to this are the survey questions relating to understanding the mission and goals of the respondent's college and his/her commitment to them. I suspect that the responses may relate more to the broader mandate and goals of community colleges in general than to the goals of the specific institution with which the part-time faculty member is associated.

The focus of the surveys was on those factors that part-time faculty believe would contribute to an increased contribution by the part-time faculty to the advancement of the institution. Thus the major data collection tool addresses the views of part-time faculty only with respect to the contributions that they believe they could make. Whether or not these contributions may be of use to the institutions was addressed in the interviews with administrators. The eight administrator interviews provide a sense of the interest that institutions may have concerning the use of part-time faculty in the additional roles in which the part-time faculty indicated an interest. However, this is a very small sample of the total pool of administrators, so it provides a limited indication of the broader interest that may or may not exist.

Ethical Considerations

As described above, surveys were distributed to part-time faculty at three Ontario community colleges. There were no reports of dissatisfaction associated with the distribution of the survey, and none of the returned surveys contained any indication of dissatisfaction with the process. There were no anticipated risks to the participants, and none were subsequently identified. All participants in the study (survey respondents, focus group members and interviewees) were informed about the nature of the study and of their right to withdraw from participating at any point. Participants were not judged or evaluated in any fashion and there were no activities that exposed the participants to potential harm. All participants were informed of the opportunity to view the summary of the results on my personal website. Although part-time faculty in general could conceivably benefit from the release of the results of the study, if additional employment opportunities of interest were to develop, no direct benefit accrued to any participant as a result of their involvement. Despite the nervousness of some colleges with respect to the movement to unionize part-time faculty, other than survey comments indicating that

respondents were aware of the movement, there appeared to be no significant influence on the study as a result of the labour environment and there were no reported changes in the labour environment as a result of the study.

Results and Analysis

This chapter presents the findings from the research conducted for this dissertation. Prior to presenting the results from the surveys and interviews there is a description of Ontario's system of Colleges of Applied Arts and Technology, and of the environment in which the surveys and the interviews were conducted. The presentation of findings begins with an examination of the current environment for part-time faculty including the demographics of the group, their working conditions, current levels of satisfaction, and indicated commitment to their college's mission and goals. The following section examines their interest in assuming additional roles: Are part-time faculty interested in additional roles? In what areas would they like to assume additional roles? And, under what conditions would part-time faculty be satisfied contributing in these additional roles? The final element of the findings focuses on the administrative perspective, examining whether or not additional roles are currently open to part-time faculty and gauging the interest that the institutions may have for engaging part-time faculty in additional roles in the future.

The Ontario College System

Characteristics

As described in Chapter Three, the Ontario Colleges of Applied Arts and Technology consist of 24 separate institutions, most of which have multiple campuses. Two of the colleges are dedicated to French language instruction. The system was established in 1965, and by 1967 nineteen of the colleges were functioning. Collectively, the colleges have produced over a million graduates and currently they educate approximately 200,000 full-time students and 300,000 part-time students per year. The full-time equivalent enrolments of the institutions vary from as few as 1242 students at the smallest college to over 19,000 at the largest (Colleges Ontario, 2008).

The bulk of the enrolments are in vocationally-oriented post-secondary certificate and diploma programs. In addition to these programs the institutions offer apprenticeship training, English-as-a-second-language training, academic upgrading, foundations programs (for example, Art Fundamentals), and a variety of certificate offerings. As of

late 2000, the institutions have been able to apply to offer degree programs in applied areas of study, and thirteen have chosen to do so, several for more than one program (Colleges Ontario, 2008).

The college employees generally are grouped into faculty, support staff and administration. The full-time faculty and support staff are unionized and bargaining occurs on a province-wide basis. Eligibility for the bargaining units is largely determined by the *Colleges Collective Bargaining Act* (1990). Part-time faculty (six or fewer teaching hours per week) and contract faculty (fewer than 12 contract months within a 24 month period) are specifically excluded, although, as will be described in the next section, this is currently subject to change. The faculty union has the right to negotiate the wage rates for the category of part-time employees, termed partial-load, who teach more than six and less than 12 hours per week. The result has been that partial-load rates are consistent across the province while part-time rates vary by institution. Some institutions have chosen to pay the same rate to part-time faculty as for partial-load faculty and others have chosen to pay significantly less. One of the three institutions engaged in the study has chosen to pay part-time faculty by the partial load rates and the other two currently do not do so. The colleges report that in the 2006-2007 academic year they employed 6,840 full-time faculty and 11,326 part-time faculty (Colleges Ontario, 2008).

Enrolment in the ten years prior to the study has remained relatively static with an eight percent increase in postsecondary funded college enrolment, as measured by full-time equivalent students, from 1997 to 2006. Approximately 60% of all new entrants to postsecondary education in Ontario choose the community colleges. There is a greater focus on vocational programs at the Ontario colleges than for most institutions in other North American jurisdictions, in which the colleges have a strong university transfer function. Approximately seven out of ten students who enter the Ontario colleges say that preparation for employment or a career is their main goal while only two of ten identify further education as their primary goal (Colleges Ontario, 2008).

Approximately 50% of the revenue for the colleges comes from government grants, both provincial and federal, with the bulk of the grants coming from the province. Slightly over 20% of the college revenues come from tuition. The bulk of the tuition

arises from programs in which the tuition fee is, to some extent, regulated by the province. Although over the past five years the grants per full-time equivalent student (FTE) have been increasing, over the 15 years prior to the study the per FTE student grant for the colleges had actually dropped by approximately 10%, after adjusting for inflation. This shortfall has, to some extent, been made up by increases in student tuition and the combined tuition plus grant revenue per FTE student is currently approximately the same as it was 15 years ago, after adjusting for inflation (Colleges Ontario, 2008). Nonetheless, the colleges feel that they operate under very tight financial circumstances and a number of the administrator interviews included the comment "I wish we could pay part-time faculty more". In particular, one of the colleges had a deficit in the preceding fiscal period and administrators there were concerned that the college might suffer a further deficit in the year of the study. One of the administrators at this college was bemoaning the fact that the college could not afford the $618 required to have one of their full-time faculty attend a professional development session being held at another college within the province.

Environment

As mentioned in Chapter Three, during the period in which this study was conducted there was considerable lobbying for the part-time faculty to be permitted to unionize. The *Colleges Collective Bargaining Act* (1990) excludes part-time (six or fewer hours per week) and contract faculty (contracted for less than 12 months in any 24 month period) from unionizing. As noted in Chapter Two, the exclusion of some faculty from the right to unionize and bargain collectively has been an issue in the colleges for some time. Gandz (1988) noted that the exclusions and inclusions that were eventually incorporated in the *Colleges Collective Bargaining Act* originally arose from a labour arbitration decision. The arbitration board drafted a recognition clause which excluded "teachers, counsellors and librarians employed on a part-time or sessional basis" (p. 36). The board defined sessional as "an appointment of not more than twelve months duration in any twenty-four month period" and part time as teaching "less than six hours per week" (p. 37). "Furthermore, the board went on to establish a different treatment for what became known as partial-load employees, those who taught six to twelve hours a

week, in effect specifying fundamentally different terms and conditions of employment for this group of employees" (p. 37). Gandz noted the effect of these definitions and exclusions:

> The structure of the faculty bargaining unit ... fragmented the teaching staff on the basis of workload categories and established the sessionals and partial-load teachers as the 'poor relatives'. These faculty members were, in effect, entitled to some of the benefits from collective bargaining but not others. While their remuneration rates could be negotiated, they did not receive fringe benefits, statutory pay, or vacation pay. (p. 41)

One of Gandz's primary recommendations was that the exclusions of the part-time and sessional faculty from bargaining be discontinued. Notwithstanding this recommendation, this rather complicated and unusual pattern of inclusions with restricted rights and exclusions continued until the time of this study. It appears to have created an environment in which both part-time faculty and administrators are keenly aware of the differing categories for non-full-time faculty and are frequently concerned about the impact of a move from one category to another.

An argument has been put forward for some time that under Canada's *Charter of Rights and Freedoms* (*Constitution Act*, 1982), commonly referred to as the *Charter*, groups could not be denied the right to form a collective association for the purpose of negotiating their employment conditions. In June of 2007, the Supreme Court of Canada ruled on this issue in a case related to legislation in British Columbia (*Health Services and Support - Facilities Subsector Bargaining Assn. v. British Columbia*, 2007). The court determined that except under certain exceptional circumstances collective bargaining is a right that is protected under the *Charter*. As a result, the Ontario government announced its intention to amend legislation in Ontario such that part-time faculty would no longer be denied the right to unionize and would be allowed to engage in collective bargaining. In conjunction with this decision the government appointed an advisor to review the current situation with respect to the exclusion of part-time faculty from unionization. The advisor (Whitaker, 2008) reported that "The majority of college employees are now part time. There is no justification for excluding these employees from collective bargaining. Part time employees should be immediately granted the right to unionize" (p. 7).

However, Whitaker made it clear that in his view this change would create a significantly different environment within the colleges.

> There should be no doubt that the colleges will lose some of their now unfettered discretion to hire and direct part time employees as they choose. Again, this is quite appropriately part of the exercise of collective bargaining where unions on behalf of their members play a role in determining and structuring the working terms and conditions in the workplace. (p 35)

> It is clear that the colleges have been greatly dependent on the use of flexible and low cost, non-unionized part time labour. The removal of access to this type of labour will have significant consequences in terms of the issues that will have to be dealt with at the bargaining table. The colleges must continue to provide flexible and focused educational and vocational programming if they are to continue to meet their mandate. These challenges, for a variety of other reasons, will only become greater. (p. 86)

In my discussions with colleges about surveying part-time faculty, all but one expressed concern about the current labour environment and two colleges that were approached did not permit the study to be conducted at their institutions due to these concerns. Even after the province announced that the legislation would be amended to permit unionization, the drive to unionize the part-time workers continued to make the issue of the working conditions of part-time employees more sensitive than might otherwise be the case. However, only a couple of the survey responses noted the unionization efforts and although it was referred to by both faculty and administrators during the interviews it was addressed more as a change underway than as a source of contention or concern.

The surveys were conducted during the summer term at two of the colleges and this may have created a sample that is somewhat different than the normal pattern of part-time employment during the busier fall and winter terms. However, as part of the interview process both faculty and administrators were asked to comment on the extent to which they felt the demographics reflected in the survey responses fairly represented the demographics of part-time faculty in general, and with minor exceptions they all noted that the sample appeared to be representative.

There were no other major issues impacting the colleges at the time of the study that I deemed to be significant with respect to potentially influencing the findings.

The Current Employment Environment for Part-time Faculty

As described in Chapter Three, in order to collect information on part-time faculty surveys were sent to all of the part-time faculty teaching in full-time programs at one small and one medium-sized college, and to a sample of 300 of approximately 400 active part-time faculty at a large college. Responses were received from 24 faculty at the small college, 60 at the medium-sized college and 79 at the large college. If the samples had been random, the numbers were sufficient to support a 95% confidence level, with a 10% confidence interval, for normally distributed variables with a 50% probability of a factor being present, for the system as a whole, the medium-sized college and the large college. The sample was too small for this level of significance at the small college. The sample was not random in that only three of 24 colleges were surveyed and even within the colleges the sample was biased with respect to the choice of individuals to complete and return the surveys, or not. Many of the subgroups are also too small to support this level of statistical significance and as a result statements for smaller groups should not be assumed to bear this significance. For example, there were only 12 surveys returned from faculty who were under 30, so it is not possible to provide statistically significant indications of viewpoints at this level of significance. Nonetheless, to the extent that the study was to determine whether *some* faculty may be interested in additional roles, positive indications from this group do indicate that interest exists.

The decision not to include individuals who taught only in the continuing education programs was considered appropriate by the administrators I interviewed at all three institutions. They noted that this group represented a different demographic, both with respect to their reasons for teaching part-time (most were assumed to hold full-time employment) and the manner in which they were treated by their institutions. Several institutions compensated continuing education faculty at a lower rate, and as one administrator noted it does not go unnoticed by some of the continuing education part-time faculty: "Certainly the notion that they are being exploited comes through some times. Particularly within our faculty of continuing education ... and I think with good reason there too." The exclusion of continuing education faculty from the study is not meant to suggest that there are not considerable potential opportunities for engaging this group as well. However, I am of the understanding that there are significant differences

in the composition and treatment of the continuing education faculty from the part-time faculty engaged in full-time programs. Studying both groups would have been beyond the scope of this study.

Characteristics of part-time faculty in the study

During the interviews of administrators and part-time faculty I reviewed the demographics of the part-time faculty who responded to the survey and asked whether or not the respondents were representative of the part-time faculty that they interacted with. Each of the eight administrators and six part-time faculty interviewed agreed that the sample appeared to be representative. The only factor that caused the interviewees to ponder the extent that it was representative was the age distribution. Some expressed surprise about the presence of part-time faculty over seventy (there were only two), and others that there were part-time faculty younger than thirty. The concern with respect to faculty under thirty appeared to be more focussed on whether it was appropriate to use faculty this young in institutions that were relying upon part-time faculty to bring in seasoned experience from industry. However, upon reflection all interviewees agreed that the sample appeared representative, even with respect to age. Of the 163 individuals who responded, over 50% were in the 40 to 59 age category. The age distribution of respondents is indicated in Table 2.

Perhaps of greater interest than the age distribution is the self-categorization of respondents with respect to their reason for teaching part-time. As indicated in Table 3, approximately a third of respondents indicated that their reason for teaching part-time was that they were hoping for a full-time teaching position. This differs from the often expressed assumption that the majority of part-time faculty are hoping for full-time roles. However, during the interviews I found that some of the most contentious relationships related to those part-time faculty who hope to become full-time. My belief is that the strong voice of this group creates the impression that they represent a greater percentage of the overall pool. The differences between this group and other groups will also be explored in the section examining their satisfaction with their teaching role.

Table 2

Age Distribution of Survey Respondents

Age	Frequency	Percent	Valid percent	Cumulative percent
Under 30	12	7.4	7.6	7.6
30 – 39	29	17.8	18.4	25.9
40 – 49	37	22.7	23.4	49.4
50 – 59	50	30.7	31.6	81.0
60 – 69	28	17.2	17.7	98.7
70 or older	2	1.2	1.3	100.0
Not indicated	5	3.1		
Total	163	100.0		

Table 3

Indicated Reason for Choosing to Teach Part-Time

Reason	Frequency	Percent	Valid percent
Retired from my full-time employment	23	14.1	14.7
Hoping to become full-time faculty	54	33.1	34.6
Have other full-time employment	64	39.3	41.0
Teach part-time for personal reasons	15	9.2	9.6
Missing	7	4.3	
Total	163	100.0	

Administrators recognized that the group of faculty who hoped to become full-time often sought that change over a long period. "Yes, I would say that probably more than a third of ours would hope to be full-time. They believe that is the way into the system. If I do my ten years of part-time the next full-time position that comes up should

be mine." The administrators noted that although this belief was satisfied for some, their institutions strove to hire the strongest faculty members that they could and this may or may not align with the individual with the most seniority as a part-time employee. The group that hopes to become full-time may also be more noticeable as they tend to be pooled in certain areas. From an administrator at the large college:

> I think that the representation depends upon the area. Most of my administrative chair experience, where I was hiring people, was in gen. ed. [sic]. And there, virtually everybody is interested in becoming full-time. But I know, let's say, from people in business many of them already have other careers and this is a way of having additional income, or staying abreast, or they enjoy teaching part-time.

A faculty member in language studies emphasizes that in her area individuals often do not have other opportunities outside of teaching:

> I am in language studies, I teach communications and English. And the only thing that really jumped out at me was the fact that you found a fair amount of the faculty in other colleges, or in other faculties, [that] do this for maybe some side work, or for fulfillment for another kind of side work, and our faculty – no, this is the work! This is the work, and it is highly competitive ... I think in a faculty like business you can probably have people, or engineering, have faculty who have full-time jobs in the profession – working away at it and very happy ... and then come and teach a couple of courses, and they're OK with it. But with English, the thing is, that is all that we have got. They are not ... I don't know anybody in our partial-load faculty, or part-time faculty, that has another job other than maybe working at another school.

I will revisit this group with respect to some of the other factors as they do represent a significant demographic with a common concern.

Approximately one in seven of the part-time respondents was retired. The largest group of respondents was composed of those who indicated the most applicable descriptor was: "I am involved full-time in another career, but I enjoy teaching so I have contracted for this part-time teaching position."

The surveys also asked respondents to indicate the significant motivators that influenced them in accepting a part-time position. Although free-form responses were permitted, a list of eight likely factors (based upon the literature review in Chapter Two) was presented and respondents were asked to indicate all of the motivators that were relevant for them. Three factors were indicated as significant by 50% or more of the respondents: intrinsic satisfaction in teaching (74%), intellectual stimulation (60%), and the desire to guide new entrants into their profession (50%). One administrator noted

how significant intrinsic satisfaction is as a motivator, "And you know the intrinsic satisfaction is pretty apparent, right to the point that we often get people that want to come to teach for free." Other significant factors were a desire to remain current within their profession (42%), a need to work (37%) and pay (36%). A quarter of respondents indicated the autonomy provided through a part-time position and one in six indicated prestige/status. The ten written responses were quite varied (fits with child care, finance my doctorate) although most involved some sense of helping others (mentoring young people, helping the department, contribution to society).

The desire to work with students as they guide new entrants to their field seemed to resonate particularly strongly with those part-time faculty who were interviewed. The following comments give a sense of the value they place on this role: "Working with students ... for me that is the top of the satisfaction list." "On top of that would be the desire to guide new people in the field, especially in social service work."

> Absolutely, to guide new entrants – it is just a phenomenal feeling to watch the people walk across the stage. More so than I ever thought it would be. It was incredibly moving just to see them, and to picture everything that they have gone through over the last two years. So absolutely, I would not have thought of that in filling out the initial paperwork, but having seen an entire cycle complete ...absolutely, yes.

Approximately two thirds of the respondents had been with their college for less than six years. This group included one in five who had been with their college for less than a year, and the bulk of respondents (45.5%) who were in the one to five year range. A number of part-time faculty indicated significant institutional longevity, with 16.7% indicating that they had been with their institution for more than ten years, while the remainder (16.0%) fell into the six to ten year range.

The mean commuting distance from their home to the college was 28 kilometres, although it varied substantially. The standard deviation was 32.6 kilometres and the range was from one to as far as 250 kilometres. Approximately one in five teach elsewhere, and the other institution was most likely to be a university. The hours taught elsewhere varied significantly, with an indicated range from two to thirty-eight, a mean of 8.7 and a standard deviation of 8.9.

The subject areas represented by the survey respondents are indicated in Table 4, as well as the mean hours of teaching per week for respondents within each area. The

one area that may be over represented in the survey is the health sciences. Almost 20% of the survey respondents were in health sciences, while that area represents only 12% of the number of college graduates (Colleges Ontario, 2008). Conversely business and technology may be underrepresented with business respondents at 18% as versus business graduates at 24% of all college graduates, and technology at 11.4% versus 19% of graduates. Whether this actually represents a bias in the survey or a reflection of proportionality more part-time faculty in the health sciences I am not able to determine. The smaller class sizes and frequent clinic settings in health science could well lead to a greater use of part-time faculty.

Table 4

Discipline Taught and Mean Hours per Week

Discipline Area	Frequency	Percent	Mean hours taught per week
Applied Arts	16	9.6	5.8
Business/Commercial	30	18.0	7.1
Computer/Information Systems	6	3.6	4.5
Health Sciences	33	19.8	7.0
Liberal Arts	13	7.8	8.2
Performing Arts	5	3.0	14.8
Social and Community Studies	11	6.6	6.8
Technology	19	11.4	6.4
Visual/Fine Arts	5	3.0	5.6
Other (Communications, 12; Upgrading, 5; Science, 2; Others, 1 each)	29	17.4	7.0
Total (Several surveys indicated more than one area.)	167	100.0	

Working conditions

Prior to examining those factors that may contribute to the motivation and satisfaction of part-time faculty it is instructive to examine their current working environment. For the most part, the indicated working conditions on the survey were not significantly different than those described in Chapter Two (Gappa & Leslie, 1993, 1996; Pratt, 1997; Roueche et al., 1995), with the one exception of communication by email. Both the administrators and the faculty interviewed expressed the view that all part-time faculty were provided with email accounts, and of the 151 respondents to the question related to current working conditions over 93% indicated that this was the case. In contrast less than 50% indicated that they had any form of administrative support and only 10% were provided with a business card. Slightly over half of the respondents indicated that they were supplied with such administrative tools as an office (56%), computer and Internet connection (55%, the computer frequently noted as shared), and a phone number and voice mailbox (63%). Only 55% indicated that they are involved "in meetings related to my role" and only 54% indicated that they received college "employee information circulars".

The perceived need for a number of these supports was illustrated by a number of the comments received during the interviews. From a part-time faculty member who had voicemail when she had an additional non-teaching role, but lost it when she had completed that role: "Currently I don't have a voicemail. OK? And it does make it difficult and confusing for the students." An administrator noted how email (in conjunction with an electronic learning management system) served as a vital channel for distributing information to all employees. "We give all people who come to work here email access … more and more stuff is becoming electronic, so if they have an email account they are getting notices by email the same as anybody else would." The difference between the 100% email coverage that the interviewed administrators and part-time faculty expected, and the 93% reported by survey respondents was explained by several interviewees in a fashion similar to this administrator: "Yeah, they have it but they don't use it. That is what that means." In general, both the part-time faculty and administrators interviewed agreed that the survey results seemed representative of the mix of supports that were available.

The survey comments indicated a broad range of views with respect to the current working conditions. While one noted that he/she wanted "more input into course planning and outcomes" another individual at the same college indicated that "I don't have to be involved in administrative matters. I simply show up and teach." (The latter individual was highly satisfied with this arrangement.) Others find that the "show up and teach" aspect of part-time work leaves them feeling very disassociated from the institution: "We feel like second class citizens, excluded from [the] administration/faculty relationship." "We are treated like second class faculty and that hurts and demoralizes us." "I feel like a second class citizen in the college". Further, there are some indications that even when a college attempts to provide the right support it is not experienced by the part-time faculty member in the way that it was intended: "I don't use my shared office because of turf wars."

The inclusion of part-time faculty in college meetings appeared to be an item for which the administrators recognized value, but it was being pursued in a variety of ways. A senior administrator at the medium college noted that they were trying to change their culture in this area.

> And we do … at our particular college ensure that they are invited to departmental meetings. But as I say, that wasn't always the case. And so I think that is an important piece too, because it is just showing that again they want to be part of the team. And where the colleges are going … particularly our college, we want them to be part of the team.

From an administrator at the large college: "Inclusion in meetings? I know that is hit and miss. I think here, anyways, they are included and they would be invited. In some areas, they get more contract/part-time faculty [at meetings] than they do full-time." And at the small rural campus: "Inclusion in meetings? It is dependent, if they choose to come, yes. Do we pay them to come? No."

The disassociation resulting from this form of engagement concerned a number of the administrators interviewed.

> Traditionally our part-timers have been used just to deliver the material. So they would come in and just do the teaching. It would already have been prepared, and so on. So I can see them wanting to become more involved in the development of what it is they are going to be teaching, and what those outcomes might cover.

And from another administrator: "Community colleges have to do more in terms of treating part-time faculty like they are part of the family. ... You should send an email to all college presidents telling them that and the part-time would be happier."

Levels of satisfaction

Despite some dissatisfaction with the administrative support, and considerable concern on behalf of some faculty with the uncertainty of employment, the overall level of satisfaction indicated by the respondents was very high. Over four out of five respondents were satisfied with their part-time teaching role (81.9%) and more than a third were very satisfied (34.2%). Only 7.8% indicated they were unsatisfied, and only 1.3% were very unsatisfied. A further 10.3% indicated that there level of satisfaction/dissatisfaction was neutral.

As indicated in Table 5, satisfaction was highest among those part-time faculty who have other full-time employment (87.5% were satisfied or very satisfied) and retired (86.9%). Those who noted that they chose to teach part-time for personal reasons, or who were hoping to become full-time, still indicated reasonable levels of satisfaction but they were distinctly lower than the other two groups at 71.4% and 75.5%, respectively. In particular, the only two individuals who rated themselves as very unsatisfied were in the category of those hoping to be full-time.

The content analysis of the written comments on the surveys that related to satisfaction indicated that the most frequently cited reason (46 times) for being satisfied was the interaction with the students. This was noted almost twice as frequently as each of the next two most frequently cited, supportive colleagues (28) and autonomy (27). Other factors producing satisfaction were the respondents' enjoyment of their discipline (18), opportunity to grow (15), appreciation for the administrative and support staff they work with (15), involvement in course planning (11), love of teaching (10) and good pay (9). The factors leading to dissatisfaction included uncertainty of future work (15), low pay (10), overwork (7), lack of orientation (5), sense of being non-valued (5) and poor communication (3).

Table 5

Cross-Tabulation between Satisfaction and the Indicated Reason for Choosing to Teach

Part-Time

(Percentages apply to data within a row.)

Reason	Very satisfied	Satisfied	Neutral	Unsatisfied	Very unsatisfied
Retired from my full-time employment	9 39.1%	11 47.8%	1 4.3%	2 8.7%	0 0.0%
Hoping to become full-time faculty	17 32.1%	23 43.4%	7 13.2%	4 7.5%	2 3.8%
Have other full-time employment	21 32.8%	35 54.7%	6 9.4%	2 3.1%	0 0.0%
Teach part-time for personal reasons	5 35.7%	5 35.7%	2 14.3%	2 14.3%	0 0.0%
Total	52 33.8%	74 48.1%	16 10.4%	10 6.5%	2 1.3%

The comments relating to autonomy made it clear that the autonomy that faculty valued was related to the freedom to only accept those assignments that appealed to them. As noted by one part-time faculty member during an interview, "Yes, that autonomy or freedom is really important. I think that is a big reason why part-time faculty continue to assume the roles that they do." And from another part-time faculty member at a different institution:

> I also think that there is a level of underlying freedom. Freedom in the sense that you are working for the college but yet, you are not ... how do you put it, you are not tied to them, so to speak. You have autonomy, you can come and go. I think sometimes when you are full-time then you kind of feel, more responsibility ... more ties to the college ... perhaps management, or superiors, have more control, more leverage. So when you are in that part-time position you feel that well, I am enjoying it, I am doing it, but at anytime I can do something else. So you don't feel as tied to things.

However, as one of the part-time faculty noted during an interview, the apparent autonomy associated with a part-time faculty position quickly disappears if you are desperate for the work.

The wording of the comments serves to underscore the significance of these items to part-time faculty. "I have the opportunity to be creative." "I love teaching and I have a pretty free reign on the content of my course (which I developed)." "Fun to share my knowledge. Fun to work with students who want to enter the profession. It gives me self-confidence." "[I] enjoy sharing my expertise with students entering the field." And from one of the part-time faculty who was interviewed: "I have a great time at my job and I ... I don't even really consider it a job. I just love my teaching ... I just love it ... even the administrative stuff is ... and I have been doing this for about four years, so ... I like it all."

When opportunities to interact meaningfully with colleagues were offered they appeared to be highly valued:

> I feel that my involvement in the Great Teaching Seminar was very powerful in making me feel connected to the institution. Working alongside and finding commonalities with other faculty from diverse programs was invaluable. Also, college-wide events such as the annual staff picnic help. In my own department – being invited to holiday gatherings, input on projects and curriculum development helps too.

These opportunities to interact seem to be inconsistently offered even within a single institution. From the very same institution from which the Great Teaching Seminar comment was offered, other surveys contained the following:

> As part-time faculty your job is to come once or twice a week, teach the course and leave. Other than a brief faculty introductory meeting at the beginning of the semester and a one hour promotion meeting at the end of the semester, I have no other involvement with the college. As a part-timer, you are not part of the team and there is no incentive to be part of the team.

> A little thought about how to ease our way would go a long way – I refer to things like getting keys to an office (eight weeks this fall term before I had them), codes for printing and copying, etc. There appears to be little support for these vital services. It would also be nice to have an opportunity to learn people's names. A part-timer breezes in and out, is often rushed and therefore misses all the casual socializing that creates a team. And if you are only in one day/week you miss many events and activities. The degree of attachment is definitely an issue.

Another survey from the same institution suggests that restrained finances may have something to do with both the limited number of opportunities for part-time faculty to engage with their colleagues and the choice of the part-time faculty member with respect to their involvement.

I don't know if this is an "academia" situation or not (or a part-time versus full-time one), but coming from the corporate world I've noticed that here at the college events for faculty almost all involve a cost of some sort, whereas I am accustomed to corporate events which I could attend free of charge. As a result, I attend very few faculty events because of the prohibitive costs involved (when one is living on a part-time income).

However, the primary source of dissatisfaction appears to be the uncertain nature of future work. "The most difficult aspect of working part-time is the fluctuation in contract hours assigned per semester. For this reason I will likely be seeking employment elsewhere." "[There are] little or no meaningful opportunities." "[I am] trying to make myself noticed and more involved in case a full-time job becomes available." "Every four months I must endure the uncertainty of whether or not I will get work next semester." "No hours some semesters; very spread out hours when available – result [is I am] here all day but paid only for teaching hours." "Too few hours assigned. Trying to remain available for teaching assignments is financially difficult as I must turn down other regular part-time employment opportunities." "Lack of recognition. Lack of full-time opportunities. This college does not value its teaching staff."

This dissatisfaction appears to be felt most keenly by those who feel they have been the victim of misleading promises:

Initially, I enjoyed teaching at this college because I was told full-time employment would be available. Two years later, I'm told this is not going to happen.

I have been repeatedly promised a full-time position only to have it disappear when the time came. I believe that I am being manipulated by college administration to keep me in a part-time position. This is very dissatisfying and I will not tolerate it indefinitely.

Some of us just don't want to hang around for ever ... it is demeaning, it is demoralizing to wait for another job position ... wait for another one to come in, to compete against twenty other people.

As one part-time faculty perceived it, the disappointments and frustrations associated with attempting to get a full-time position follow a number of individuals into their full-time faculty role at a point when they are successful:

The whole business is getting a job in a college faculty. You know the repeated interviews, the repeated attempts, the fact that only one or two jobs come up per year ... and everybody is going for them, the very competitive nature of it. You finally do get a job, you already got, almost, an embittered ... someone who feels

entitled to taking that job on. Not necessarily someone who feels grateful, but someone who feels that OK it is about time. And this is what I have seen a lot ... and all of my colleagues have had three, four interviews to get in. And once they get in, it is like OK I can put my feet up now, teach 15 hours per week and get all my contact time and do this and do that. And that is what happens!

Other factors leading to dissatisfaction may not be terribly different than those often expressed by full-time faculty. "Out of touch administration make ill-informed, unilateral decisions about program standards." "Workload; communication; lack of support; high expectations re size of class and marking; pay doesn't reflect amount of work; support for students." "Feelings of being used sometimes." "Inconsistence in the school policy. Too much administrative work." "Lack of student commitment and discipline." "I am burning out."

When responding directly to the question "To what extent do you feel committed to, or integrated with, the campus life at this college?" only 10% indicated "to a great extent". A further 30% indicated that they could agree with this "to some extent" and approximately a third (34%) indicated that they were "a little" integrated. However, as the comments above suggest, a significant portion (26%) indicated that they were "not at all" integrated into campus life. The sense of integration did not vary substantially between the various size of campuses, although at the small rural campus the percentage of individuals who felt that they were not at all integrated into campus life (13%) was about half of what it was on the other campuses.

The comments from the part-time faculty interviews illustrate both the nature of the integration / lack of integration and some of the causes:

> We are in ECE and we are included in all of the meetings. However, I understand that people can feel very disconnected. I know that when many part-time faculty start they are not even introduced to others. They are so happy to get you that it is just 'Here is the book, here is the teaching manual, here is your timetable, any questions?'

> I have to go looking for the people that I work with. I don't mean physically looking, I have to continuously interject myself into what is going on ... they are not going to come looking for me. I work very hard to make that happen ... I made a point of instead of sending emails to walk to the office and knock on the office. So then I did know who I was talking to – I sought them out and shook hands.

The academic administrators that I interviewed demonstrated both an awareness of the lack of integration felt by some faculty and, in many cases, a sincere interest in doing a better job. "I don't think that we spend enough time providing opportunities for them to feel integrated. I think that it is just swim or sink." "When we come up with policies about support, we ask how does that fit with the contract faculty. I think we do try to make a conscious effort to make them feel as part of the institution as anybody else. How successful that is, that again kind of varies by department." Some of the non-academic administrators seemed to reflect less empathy for the part-time faculty and at times some level of confusion that it was even an issue.

> You know I was curious to see how much people want to engage because I would have assumed that they are like ... 'I come here and I do my thing. I've got a whole life ... I've got a whole working environment outside of this and I don't really have time to engage in your peripheral activities.' So I am curious to see what their actual results are ... in terms of their desire to be integrated into other activities.

As can be seen in Table 6, part-time faculty who are integrated into campus life "to a great extent" were 94% in the satisfied/very satisfied categories, whereas those who were "not at all integrated" had only 73% indicating they were satisfied or very satisfied.

Table 6

Cross-tabulation between Satisfaction and Integration into Campus Life

(Percentages apply to data within the row)

Integration	Very satisfied	Satisfied	Neutral	Unsatisfied	Very unsatisfied
To a great extent	7 (47%)	7 (47%)	0	1 (6%)	0
To a some extent	18 (38%)	22 (47%)	4 (9%)	2 (4%)	1 (2%)
A little	16 (31%)	28 (54%)	6 (12%)	1 (2%)	1 (2%)
Not at all	12 (30%)	17 (43%)	5 (13%)	8 (15%)	0
Total	53 (34%)	74 (48%)	15 (10%)	10 (6%)	2 (1%)

The surveys also queried the extent to which the respondents felt that they had an opportunity to interact with the president, vice-presidents and deans at the college. Only 3% indicated that this happened to a great extent, while 50% indicated "not at all". The other choices, "to some extent" and "a little" drew 14% and 34% respectively. The cross-tabulation in Table 7 confirms the assumption that one would tend to make – the greater the interaction with the decision-makers in the college, the greater the likelihood that the individual will be satisfied in their part-time teaching role.

Table 7

Cross-tabulation between Satisfaction and Interaction with College Decision-Makers (Percentages apply to data within the row)

Integration	Very satisfied	Satisfied	Neutral	Unsatisfied	Very unsatisfied
To a great extent	4 (100%)	0	0	0	0
To a some extent	10 (48%)	8 (38%)	2 (10%)	1 (5%)	0
A little	15 (29%)	33 (63%)	2 (4%)	2 (4%)	0
Not at all	24 (31%)	33 (42%)	12 (15%)	7 (9%)	2 (3%)
Total	53 (34%)	74 (48%)	15 (10%)	10 (6%)	2 (1%)

A cross-tabulation between the age groupings and the satisfaction with part-time revealed little significant difference in levels of satisfaction between the various age groups.

Although the quotations on dissatisfaction are frequently longer, before leaving this section I do want to note that in general the level of satisfaction was high, and there were numerous short comments on the surveys reflecting this. To cite just a few: "Love of the subject matter; pride in the institution (my own school of study!); good pay." "Personal satisfaction from working with young people. Sense of contributing to the

future of a skilled society." "Love the students." "I am able to teach what I love."
"Keeps me young."

Commitment to the college's mission and goals

As discussed in Chapter Two, most modern leadership theories would suggest that one of the key factors in leadership is the interaction between the leaders and the employees. Given the infrequent interaction that part-time faculty have with college leaders, as indicated in the previous section, I would have expected that part-time faculty would have little awareness of the institutional mission and goals, and that their level of commitment to them would be low. My expectations are thoroughly countered by the survey results. Over 82% of those who responded to the question "To what extent do you believe that you understand the mission and goals of the college?" indicated that they did to a least some extent, and 30% thought that they understood the mission and goals to a great extent. Although I do not have comparable results for full-time faculty, as an institutional leader I would be delighted to have over four out of five employees indicating an understanding of the institution's mission.

To explore these results further I conducted a cross-tabulation between the level of interaction with senior administrators and the understanding of the mission and the goals. The interaction of the part-time faculty with the academic leaders was varied, although fifty percent of the survey respondents reported that they interacted "not at all" with the president, vice-presidents and deans at their college. The cross-tabulation indicated that those who interacted with senior academic administrators "to some extent" or "to a great extent" more frequently claimed they understood the mission to "some extent" (100%) as versus those who interacted a little (81%) or not at all (77%). With respect to commitment to the mission and goals, those who interacted with senior administrators to at least some extent more frequently claimed to be at least somewhat committed to the mission (100%) as versus those who interacted a little (85%) or not at all (76%).

Through the interviews I attempted to determine whether or not the individuals interviewed thought that respondents truly understood the specific mission and goals of their college, or of the community college system in general. Several of the

administrators felt that this may be a reflection of a commitment to broadly understood and accepted goals for the high-level vocational education/training in which the colleges are engaged. A comment from one administrator was typical of the opinions expressed, "I would wonder myself what [the indication of an understanding of, and commitment to, the mission and goals] really means. Are they just committed to the fact that we are a learning institution? You know and the broader ... like what people assume our mission to be, versus what it actually is." Indeed, one of the administrators interviewed noted that she had recently seen a study of the mission and goals across the various colleges in Ontario. The administrator noted that although institutional leaders tended to believe that their institution had a unique mission and goals, she believed that the study revealed very little difference between most of the colleges. This would certainly support the contention that it is these common goals that are understood and supported.

However, an interview with a faculty member suggests that many faculty may indeed have a strong understanding of the specific goals of the institution at which they teach. She noted that many are hoping for full-time positions and they believe that institutions are looking for individuals who demonstrate a strong understanding of the institution's vision. She also noted that for her, a part-time teacher in the social service worker programs, institutional and program goals are an important element of what she teaches and so she would not only be aware of them herself, she would be emphasizing their importance and the implications of pursuing them, to her students.

Within the 73% of survey respondents who indicated their level of commitment to the college's mission and goals, over 83% were at least somewhat committed to them and 42% noted that they were strongly committed to them. Only 2 respondents (2%) indicated that they were somewhat opposed to their college's mission and goals. This may be a reflection of the nature of the commitment of part-time faculty. Since the part-time faculty contracts in Ontario are virtually all for a limited term, those who do not feel committed may not contract for subsequent terms. This is somewhat supported by a cross-tabulation of overall satisfaction with years with the college. The only grouping of part-time faculty by experience in which those who are satisfied or very satisfied drops below 80% is the group that has been with their institution for less than a year. Those who have been with their institution for over six years represent the highest percentage of

satisfied respondents and only one respondent in the six to ten year category was unsatisfied. With respect to the comments on leadership in Chapter Two, the fact that the institutional mission and goals are broadly understood and strongly supported by part-time faculty may serve to ameliorate many of the factors that appear to be missing for the leadership of part-time faculty. By their own volition and initiative part-time faculty appear to be cognizant of their college's mission and goals, and for the most part they appear committed to them.

Interest in Assuming Additional Roles

The primary purpose of this study was to determine the feasibility of having part-time faculty assume additional non-teaching roles within their institutions. This section examines the interest that part-time faculty have in doing so, the additional areas in which they expressed an interest in contributing, the conditions under which they would do so, and the impact that they believe assuming an additional role would have on their commitment, satisfaction, and quality of teaching.

Are part-time faculty interested in additional roles?

I was surprised by the extent of the interest that part-time faculty have in assuming additional roles. The specific question used on the survey was "Would you be interested in contributing to the college through involvement in a role not directly associated with your teaching?" Almost three quarters (74.5%) of those who responded to the question indicated that the answer was either "perhaps" or "yes", and almost a third (29.9%) responded "yes". As Table 8 indicates, the interest is not limited to part-time faculty who are hoping to gain full-time employment. The group with the strongest absolute interest in assuming an additional role were those who identified that they chose to teach part-time for personal reasons (42.9% chose "yes"). Although part-timers who had other full-time jobs expressed the least absolute interest in assuming an additional role, there was still almost a quarter of them who had indicated "yes". When the "yes" and "perhaps" categories are combined, the strongest interest is among those hoping to become full-time, but the strong interest does extend across all four categories: hoping to

become full-time (87%), currently work full-time elsewhere (73%), chose part-time for personal reasons (71.5%), and retired (47.8%).

Table 8

Cross-Tabulation between Reason for Teaching Part-Time and Interest in another Role (Percentages apply to data within the row)

Reason	Yes	Perhaps	No
Retired from my full-time employment	7 (30.4%)	4 (17.4%)	12 (52.2%)
Hoping to become full-time faculty	18 (33.3%)	29 (53.7%)	7 (13.0%)
Have other full-time employment	15 (23.8%)	31 (49.2%)	17 (27.0%)
Teach part-time for personal reasons	6 (42.9%)	4 (28.6%)	4 (28.6%)
Total	46 (29.9%)	68 (44.2%)	40 (26.0%)

Prior to conducting the survey I had assumed that the retired group might represent the greatest potential pool of skilled individuals to assume additional roles. With almost half of them expressing some interest in an additional role they may well represent an untapped resource; however it is clear that there is much greater interest in assuming additional roles amongst the other categories. Nonetheless, administrators were interested in exploring the various types of arrangements that might work for retired individuals.

> Many people, as they get older ... may not want to have full-time commitments. And so job sharing in a sense, by having several solid secure part-timers in place to do a job that maybe five years ago we had one person full-time doing might even add value ... because you have two energized motivated people to take on those responsibilities.

Examples were provided of where this flexibility was being applied with respect to administrative staff:

> Our facilities manager that works out of [head campus] but is responsible tri-campus, he is a retired individual and we brought him back on contract. We have a gentleman in our H/R department that is retired and that is back on contract. So

we have already started doing that. Because, from a financial perspective it is of benefit, of course, to the organization, and for these individuals it allows them to have the choice – how frequently they wish to work and what the conditions of employment will be.

As indicated in Table 9, interest in assuming another role did not appear to vary substantially between the teaching disciplines of the part-time faculty members. However, the number of respondents within each of the individual teaching disciplines is too few to make reliable conclusions.

Table 9

Cross-Tabulation between Teaching Discipline and Interest in another Role

(Percentages apply to data within the row)

Teaching Discipline	Yes	Perhaps	No
Applied Arts	5 (35.7%)	7 (50.0%)	2 (14.3%)
Business/Commercial	12 (38.7%)	11 (35.5%)	8 (25.8%)
Computer and/or Information Studies	2 (33.3%)	1 (16.7%)	3 (50.0%)
Health Sciences	10 (33.3%)	8 (26.7%)	12 (40.0%)
Liberal Arts	2 (15.4%)	8 (61.5%)	3 (23.1%)
Performing Arts	1 (25.0%)	1 (25.0%)	2 (50.0%)
Social and Community Studies	2 (22.2%)	6 (66.7%)	1 (11.1%)
Technology	4 (25.0%)	7 (43.8%)	5 (31.2%)
Visual and Fine Arts	2 (40.0%)	2 (40.0%)	1 (20.0%)
Other	5 (19.2%)	18 (69.2%)	3 (11.5%)
Total	45 (29.2%)	69 (44.8%)	40 (26.0%)

The level of interest in assuming additional part-time roles did not vary substantially based upon the individual's expressed commitment to the mission and goals of their institution, although there were a greater percentage of those who indicated a "yes" as opposed to "perhaps" among the strongly committed. Of the respondents who were strongly committed to the college's goals and mission, 75.5% expressed some interest in an additional role (40.8% "yes"). This compares with 85.4% of those who were somewhat committed (27.1% "yes") and two-thirds of those who indicated they were neutral on the mission and goals (22.2% "yes").

With respect to the time that the part-time faculty have been with the college, as indicated in Table 10 the greatest potential interest ("yes" or "perhaps") is among those who have been with the college six to ten years (84.0% as versus 74.1% overall). Interestingly, part-time faculty who have been with their college for more than ten years are less likely to indicate "perhaps" – presumably they have a clear sense of what additional engagement might mean. As a result, there are a significantly greater number of responses in the more than ten year category that are clear yeses (48.0% as versus 29.9% overall).

Table 10

Cross-Tabulation between Years with the College and Interest in another Role (Percentages apply to data within the row)

Years with the college	Yes	Perhaps	No
Less than one	7 (21.2%)	19 (57.6%)	7 (21.2%)
One to five	18 (25.4%)	33 (46.5%)	20 (28.2%)
Six to ten	9 (36.0%)	12 (48.0%)	4 (16.0%)
More than ten	12 (48.0%)	4 (16.0%)	9 (36.0%)
Total	46 (29.9%)	68 (44.2%)	40 (26.0%)

I also examined the relative interest in assuming an additional role based upon the motivators that survey respondents indicated with respect to their part-time faculty position. For the most part the percentage of individuals interested in another role was surprisingly consistent (approximately 75% indicating "yes" or "perhaps") between the various motivations that respondents identified. The exceptions in interest in another role arose from those who indicated the autonomy provided through a part-time position (63.4%), the opportunity to remain current within their profession (66.6%), and prestige/status (70.4%). The only motivator that trended higher with respect to interest in another role was, perhaps not surprisingly, pay (78.9%).

As noted in the section of this chapter examining the current situation for part-time faculty, one of the key motivations for being interested in assuming an additional role for those wanting to become full-time is to enhance the likelihood of their success in doing so. Unfortunately, this was not provided as one of the options that respondents could tick on the survey, so I cannot correlate this factor with others. However, it was clear from the written comments on the surveys, and the interviews with part-time faculty and administrators, that this is an important factor for some. In the words of one of the part-time faculty interviewed:

> I think that one of the factors in doing extra work is, for a part-timer, building up their portfolio. So that if they are interested in becoming a full-time faculty, if the faculty is the right fit for them, they are wanting an opportunity to do more so that they can build their portfolio. So that when they go in and they apply for a position, that there is always some growth that they can show.

Finally, the percentages of respondents in each of the categories related to an additional role were almost identical between the various sizes of campuses.

In what areas would part-time faculty be interested in assuming additional roles?

When I initially conceived of this study, I had thought that I might find that part-time faculty were most interested in contributing in additional roles within their area of expertise. For example, a graphic designer may wish for an additional role in the design of college materials, a marketing expert in drafting and implementing marketing plans, and an accounting expert within the accounting and budget functions. However, what the

survey revealed is that part-time faculty are keen on additional roles in those areas that link to their motivation for being at the college, that is, those roles that are closely related to their teaching. The most common areas were (in order of preference) curriculum development, program planning, counselling, research and faculty training. Table 11 indicates the number of expressions of interest for each area, as well as the percentage of those who were potentially interested in another role who indicated that area.

Although the areas most closely associated with teaching drew the greatest interest, with for example over 50% of those who were interested in additional roles indicating interest in curriculum development, it would be wrong to assume that interest does not exist for any particular professional role within the college. None of the twenty areas listed drew fewer than four expressions of interest from among the 117 individuals who indicated they may wish to assume an additional role. Taking one of these areas as an example, finance drew four expressions of interest even though the list of courses taught, as provided by survey respondents, included only five indications of accounting or finance. So although only four individuals indicated an interest in an additional role in finance, this may be a high percentage of those who have the skills to do so. (Other part-time faculty who completed the survey may also have expertise in finance, even though they are not currently teaching finance or accounting, so the previous statement cannot be definitively supported by the survey data.)

Based upon the strong background within their professions that many or most part-time faculty possess, I had also assumed that their willingness to contribute in areas beyond the classroom would provide the college with access to many subject area experts. Although this is undoubtedly true to some extent, as Table 12 indicates, the expressions of interest were not limited to areas in which part-time faculty had expertise. Overall, the self-rating by part-time faculty in the areas in which they were interested in contributing indicated that they only rated themselves as expert in slightly over one quarter of the areas. Over half of the areas in which they expressed interest in contributing were areas in which they rated themselves as knowledgeable. Perhaps most surprisingly, almost a quarter of the areas volunteered were areas in which the faculty rated their level of expertise as novice. Taking these factors together, I believe that one can safely say that the largest pool of areas in which part-time faculty would like to make

Table 11

Interest in Additional Roles by Area (Total indications of interest = 464)

Area	Number of responses	Percentage of individuals expressing an interest in an additional role indicating this area
Accounting	7	6.0
Counselling	44	37.6
Curriculum development	64	54.7
Event planning	27	23.1
Faculty training	28	23.9
Finance	4	3.4
Fundraising	11	9.4
Government relations	14	12.0
Human resources	20	17.1
Information technology	16	13.7
Institutional assessment	6	5.1
Management training	18	15.4
Marketing	25	21.4
Media relations	20	17.1
Partnership development	17	14.5
Program planning	52	44.4
Recruitment	27	23.1
Research	37	31.6
Sports and recreation	15	12.8
Strategic/operational planning	12	10.3

Table 12

Distribution of Levels of Expertise among those Expressing an Interest in an Area

Area	Percentage for each level of expertise		
	Expert	Knowledgeable	Novice
Accounting	28.6	42.9	28.6
Counselling	22.0	61.0	17.1
Curriculum development	20.3	57.6	22.0
Event planning	42.3	50.0	7.7
Faculty training	34.6	57.7	7.7
Finance	50.0	25.0	25.0
Fundraising	20.0	50.0	30.0
Government relations	30.8	53.8	15.4
Human resources	20.0	65.0	15.0
Information technology	12.5	68.8	18.8
Institutional assessment	20.0	30.0	50.0
Management training	47.1	47.1	5.9
Marketing	37.5	37.5	25.0
Media relations	31.6	42.1	26.3
Partnership development	12.5	37.5	50.0
Program planning	18.8	60.4	20.8
Recruitment	23.1	46.2	30.8
Research	28.6	51.4	20.0
Sports and recreation	17.9	32.1	50.0
Strategic/operational planning	36.4	54.5	9.1
For all responses	25.9	51.5	22.6

an additional contribution are in areas in which they are knowledgeable, although a significant pool of part-time faculty are keen on assuming additional roles in areas in

which they are expert, and another significant pool is keen on contributing in areas that would be relatively new for them. As will be seen in the following section, two of the prime motivators for individuals to assume additional roles are a desire to be involved in something interesting and to gain experience within an area. Presumably the novice volunteers are keen on developing their skills in areas in which they feel they could contribute and for some, as previously indicated, strengthening their background to improve their likelihood of gaining a full-time faculty position.

Reasons indicated for being interested in additional roles

Part-time faculty who indicated an interest in assuming an additional role beyond their classroom teaching were asked to indicate their primary reason, or reasons, for being interested, their expectations with respect to compensation, and the working conditions that would be required to make them feel satisfied in the new role.

Table 13 provides the tabulation of responses with respect to the motivation for assuming an additional role. The table reveals that being involved in something interesting, making a greater contribution to the college, and earning additional income were all chosen by 40% or more of those who were interested in assuming an additional role.

Table 13

Reasons for Being Interested in another Role

Reason	Frequency	Percentage of those with an interest in an additional role
Be involved in something interesting	67	57.3
Make a greater contribution to the college	55	47.0
Earn additional income	50	42.7
Gain experience in this area	41	35.0
Gain recognition for the contributions I can make	21	17.9
Other (gain full-time, help students, enjoyment, improve quality)	4	3.4

The interest in additional income varied substantially by age. Responses from those under thirty indicated that 80% were seeking additional income, in the thirty to fifty-nine age categories the ratings varied from 36% to 48%, and for those over sixty earning additional income was only indicated by 21% of the respondents who expressed an interest in an additional role. Table 14 depicts the percentage interest in each reason by age group. The younger part-time faculty also showed a much greater interest than other groups in gaining experience and in being recognized for their contribution, while the over sixty group is clearly most interested in being involved in activities that they find interesting.

Table 14

Percentage Indications: Reasons for Being Interested in another Role and Age Group

Reason	Under 30	30 – 39	40 – 49	50 – 59	60 or over
Be involved in something interesting	50.0	56.0	53.4	52.9	68.4
Make a greater contribution to the college	40.0	44.0	64.3	44.1	36.8
Earn additional income	80.0	48.0	35.7	47.1	21.1
Gain experience in this area	80.0	40.0	35.7	32.4	10.5
Gain recognition for the contributions I can make	40.0	32.0	21.4	2.98	10.5

Because the salary question is important with respect to planning whether or not it is feasible to use part-time faculty in these additional roles, it was addressed in two additional questions. When respondents indicated how they would hope to be compensated as compared to their level of expertise and the rate of full-time employees (Table 15), they were most likely to want to be paid at a level that was comparable to the rate for full-time employees. Nearly a quarter indicated that they wanted to be fully compensated for their level of expertise. When I designed the questionnaire my assumption was that professionals, such as systems analysts or marketing consultants, who do contract work for others would want a rate comparable to what they normally

receive, and these contract rates are frequently significantly above the rates for full-time employees. This suggests that a response indicating an expectation to be fully compensated for expertise would indicate an expectation of a rate greater than that for full-time employees. However, given the fact that (as indicated in Table 12) almost a quarter of the areas in which respondents were interested were areas in which they rated themselves as novices, this could also be an indication that for some respondents they would expect to be paid less because of their lack of expertise.

Table 15

Indicated Expectations with Respect to Remuneration

Remuneration expectation	Frequency	Percent
Fully compensated for the expertise that I bring	28	24.8
Paid comparable to full-time staff performing comparable roles	67	59.3
Paid a nominal amount less than both what my expertise would warrant and full-time employees would earn	15	13.3
Not be compensated	3	2.7
Total	113	100.0

Conditions under which part-time faculty would be satisfied in additional roles

When survey respondents were asked what they expected to be provided if they were to accept an additional role, over 80% indicated reasonable compensation. This was also reflected in the interviews with faculty and administrators. The faculty confirmed that they would expect to be fairly compensated and the administrators indicated that this was one of the most common themes they heard from part-time faculty when additional activities were being discussed. The data in Table 15 provided some indication of what reasonable compensation might mean. In addition, when a cross-tabulation is done with age, 100% of those under thirty would expect to be fully compensated for their expertise or paid comparably to full-time staff. Comparable percentages for the same expectations for the other age groups are 88% (30 – 39), 74% (40 – 49), 90% (50 – 59) and 71% (60 – 69). Some respondents indicated that they may be ready to volunteer their services, but

only if it clearly impacted the service to the students. "You can volunteer to counsel, but if it is eliminating a position it defeats the purpose of volunteering."

Some of the part-time faculty indicated that the reason they would need to be compensated is that their life was full and if they took on an additional role at the college something else would have to go:

> If I were to take on greater responsibilities or involvement, you know, it would have to be compensated. Just because something else would have to go, and you can't give up something that is paying you for something that is not when you have got three small kids and with everything else that goes along with having a family and a life.

For others it was simply a matter of fairness: "I have taken on many additional roles and I have not been paid for any of them. I think that it is only reasonable for individuals to expect to be fairly compensated." Several of the part-time faculty spoke of an interest in volunteering, but a necessity to earn. The following quotation is from one such part-time faculty member:

> I would offer time, and I do offer time, over and above what my job description states, and I am happy to do it. But there comes a point where you cannot continuously do that, you need to get out in the world and continue to work ... Realistically, there is only so much time in a day that you can give ... Really to volunteer you really have to believe in what it is you are doing and realistically you go home – whether you believe in it or not – and you still have a mortgage to pay, and you still have things, commitments, that you have to meet.

When asked to indicate those amenities that survey respondents felt that they would require to be satisfied in an additional role the percentages for each item were, in declining order of importance: compensated at a reasonable rate (82.1%), involved in college meetings related to their role (66.7%), an email account (42.7%), a computer and Internet access (39.3%), a phone extension and voice-mailbox (38.5%), employee information circulars (33.3%), business cards (32.5%), an office (29.9%), and secretarial support (23.9%). As noted by one of the administrators, there are few surprises in that individuals seemed to be identifying those things that one would reasonably require to perform additional functions.

Impact of additional roles on commitment, satisfaction and teaching quality

This is the last area that was addressed in the survey. Those respondents who had indicated that they might be interested in an additional role were asked to indicate how they thought the additional involvement might impact upon their commitment to the college, satisfaction with their position and quality of teaching. Over 90% indicated that they felt an additional role would increase their commitment, 44% thought it would do so greatly and 47% moderately. Only one respondent indicated that they thought an additional role would actually reduce their level of commitment. One part-time faculty member who was interviewed noted that this made sense to her, in that many forms of additional engagement would tend to drive an individual's professional development:

> ... being able to learn more, not just about the teaching end of it, but about all of the other decisions that are made around teaching and around curriculum and pedagogy ... and why certain things are taught, why certain things shouldn't be taught, about curriculum renewal ... that helps the teacher develop greatly.

Those who did not feel that their commitment would be impacted may be reflective of the view expressed by one of the survey respondents, "I feel that I am already greatly committed and being further involved would be only for the interesting opportunities".

With respect to their level of satisfaction, even though 82% of respondents had indicated that they were currently either satisfied or very satisfied with their part-time teaching, over 90% thought that an additional role would increase their level of satisfaction. Over a third (37.4%) thought that it would increase their satisfaction greatly and over a half (53.0%) thought that it would do so moderately. Similar to commitment, there was one respondent who thought the additional role would moderately decrease his/her level of satisfaction.

In designing the survey I had initially not included a question exploring whether or not part-time faculty thought that an additional role would impact upon their quality of teaching. This was based on the assumption that assuming an additional role in the college, such as systems analysis, would not have an obvious link to the teaching experience. However, I realized that many of the roles in which individuals might be interested were related to either the educational content or the student experience, and involvement in those areas could indeed impact upon the quality of teaching. I was glad that I added the question, as the areas of greatest interest with respect to an additional

contribution were those areas most closely related to teaching and the respondents provided a strong indication that they felt teaching quality would be impacted. Approximately two thirds of the respondents (65.8%) felt that an additional role would positively impact upon the quality of their teaching, including a quarter (25.2%) who thought that it would do so greatly. As for satisfaction and commitment, there was one respondent who thought that an additional role would lower the quality of their teaching.

Institutional Interest in Engaging Part-time Faculty in Additional Roles

As the surveys indicate, there is a large percentage of part-time faculty who appear to be interested in being engaged in additional roles within their institutions. To what extent do the institutions view this as a useful resource for fulfilling the staffing needs of their institutions? This section examines the question from two perspectives, the current use of part-time faculty in additional roles as observed during the study and the expressed interest of administrators in using the part-time faculty in additional roles in the future.

Current situation

The interviews with both faculty and administrators provided examples of situations in which part-time faculty were assuming additional roles. These roles included involvement in curriculum development (both paid and non-paid), significant contract tasks and ongoing administrative functions. The larger colleges tended to be very careful that a combination of roles did not result in a workload that, if calculated within the rules of the academic collective agreement, would result in an individual having more than the minimum required to be considered either full-time or contract (termed sessional). Although I did not receive documentation that would allow me to positively determine that this is the case, my perception from the comments of those interviewed at the small rural campus was that they tended to treat teaching roles and administrative roles as separate activities, and as a result some individuals appeared to be maintaining a combined load on an ongoing basis that would not have been considered permissible at the other institutions.

At one of the small rural campuses the use of individuals in part-time positions, both teaching and administrative, appeared to be a necessity driven by the need to access little bits of a broad range of skills and abilities. On small campuses with a diverse range of activities this may well be a common need. The institutions do not have sufficient funds to hire full-time staff for functions that require less than full-time attention, and often the nature of the needs are such that it is difficult to combine them into a single administrative position. Further, there are some roles, such as recruiting, where part-time faculty are particularly well suited for the task. Their mix of classroom experience and industry/profession expertise make them very credible with the potential applicants. Indeed, one of the individuals interviewed did serve in this role and his contribution was noted as highly valued in unsolicited comments from administrators on the same campus.

The small rural campus also seemed to provide more examples of retired individuals who had worked full-time at the college who had returned to work on a part-time basis in a role closely associated with their prior function. This included both former administrators, for example a facilities manager, and faculty. "I think that if you look at our counselor that we have here, he was a faculty and he retired, and now we brought him back part-time. I mean that is a perfect example."

The nature of a rural campus appeared to impact a number of the conditions that relate to how part-time positions are viewed, and this was reflected in the comments expressed by the small campus administrators.

> In a small of community such as this, [part-time faculty] want to be part of the college because it is the foundation of the community. So it is, for many of them who have grown up here, to say that they are part of the college ... that is prestige for them. So that is really important to them.

> And for many of them I would say that the salary that they have acquired is superior to what they can get in the open market in the community. Some are making $75 to $80 dollars an hour. Now that may not be a lot of money to us, but it is in a community like this. So, it is relative to the community. Many of them were born here, went to college here and haven't left here.

One of the administrators noted that the use of part-time faculty in additional roles seemed to be a natural outcome from operating in a small rural setting: "When you have, like you say, a smaller campus and a smaller community, with a smaller pool, you know, already you are experiencing [the use of part-time faculty in additional roles that] you

described." Indeed, he went on to describe it as almost a necessity, "… and I can even see that, you know, even draw the parallels … that a smaller campus … and you look at all the demands and the requests and the needs that we have as a college in a small community." I will discuss this in Chapter Five with respect to the implications of the study, but I highlight it here because I think that in any future design and implementation of a labour relations environment in which there are restrictions on the use of part-time, it would be a shame if the needs of small rural campuses were lost among the differing needs of the larger institutions.

The other employment environment that was sufficiently unique that it is worthy of comment is the organizational unit associated with a small program. With respect to how faculty feel about many aspects of their job, the size and nature of their program unit seemed to be more important than the size and nature of their college. From an administrator at the large college:

> [The difference in views indicated in the surveys] may have less to do with the size of the college than the size of the department, and how integrated people are within that department. I have only taught at [college], so my experience is narrow in that respect. But it is easy … maybe it is especially in a large college, but it is easy to just be involved with only your group. So that is kind of your world. So if that is not working, regardless of everything else that is going on in the college then that is going to affect everything that you are going to do. It doesn't matter that it is at a small college or a large college … I think it is your work group that you interact with the most.

From a faculty member: "Well, our program is very small, like there is not very many instructors within the nursing program here, and I feel very engaged with them. They are quite wonderful … they are quite, you know, open and willing to be helpful and looking for feedback." And from another faculty member:

> The full-time faculty and the part-time faculty, in my experience, have had a good relationship. Like we have a good working relationship because there is respect on both sides, for what we do. I feel very committed to my college right now. But again that could be specific to our faculty, because we do connect … the full-time and part-time faculty do connect on a regular basis.

Conversely, when the environment at the departmental level is not positive, that can be very influential as well. From a faculty member in a department that she described as rather dysfunctional: "And right now, I can say the department I work in is

not a team. It's a very unusual place in many ways ... there is a lot of happiness in terms of the teaching ... everything else is pretty miserable."

The importance of the environment at the department level is consistent with the finding of Pisani and Stott (1998):

> In the case of part-time faculty, a sense of belonging within the department might arouse their motivation to educate students and broaden their scope of teaching to extend beyond the classroom and stated curriculum. The results of this research support this assertion by indicating that integration into the department had the greatest positive influence on part-time faculty's participation in developmental advising activities.

I have emphasized the importance of the departmental environment, because if administrators are designing opportunities for additional engagement for part-time faculty based upon their experience in one or more departments, it will be important that they realize that perceptions and views can vary substantially between departments.

Currently, compensation for additional activities is clearly both an important element in many arrangements and lacking in others. Using part-time employees in incremental staffing roles is frequently less expensive than hiring an additional full-time position. However, the colleges have already made their full-time commitments and they often express concern that there is no additional money to hire for any purpose. In particular, this creates a confusing environment for part-time faculty and administrators when some of the additional roles are paid, but many are not. One administrator described the important role of part-time faculty in a program that had no full-time faculty hired for it. "They are involved in the curriculum; they are not being paid for it. Is there an opportunity for us to move it to pay? No, we have no money."

Another administrator on the same campus explained why the part-time faculty were willing to volunteer for these types of roles, and how the administration rationalized it:

> I mean like everyone has to volunteer at something, right? So, like, why not volunteer where your experience can be put to good use and, I mean, to me, why would you not? If they are willing to ... if they need to be compensated and you can't compensate them, well then you can't do anything with them anyway. Right?

At each college there seemed to be locally understood rules about what additional work would, or would not, be compensated. The same administrator noted that "there is

money for program development. Right? So they are a natural resource to draw on for that purpose."

Undoubtedly, some of the attraction of the additional roles for part-time faculty is that it may lead to full-time employment eventually. This is well described by one of the administrators interviewed, who started at his college as a part-time teacher:

> I think there are contract faculty who don't want to say 'no' because it might mean that they don't get an offer next time around, especially if you are interested in getting on full-time. ... There would have been very few things I would have turned down as a contract faculty, because I needed the work and I did want to get on full-time.

This same sentiment was expressed during several of the faculty interviews. The following excerpt from one of the interviews demonstrates both the willingness of the faculty member to take on additional roles without further compensation, and the concern that it is not really perceived as fair:

> The only thing that I think would also concern part-time faculty, is being paid for [additional roles] as well. If I was asked to do something I would still take the opportunity to do it, so I don't know if that was asked anywhere in the questionnaire, and I don't know about any other part-time faculty, but if I was asked to do it and the opportunity came up I would see it as an opportunity as well. So I would still do it ... without compensation. But if I had my preference, my preference would be ... I wouldn't turn it down and say 'No, if I am not being compensated I won't do it.' If the college were to ask me, or someone in my department were to ask me. But if I had my preference, my preference would be to be paid like a full-time faculty would be.

In general, the use of part-time faculty in additional roles appeared to occur largely by happenstance as opposed to conscious design. One notable exception would be the use of part-time faculty in curriculum/program development when the full-time faculty lack the experience or skills in the areas being focussed upon. In these cases specific part-time faculty are actively sought to fill the knowledge deficit. Many of the administrators expressed surprise at the strength of the interest by part-time faculty in assuming additional roles. In one case the revelation that approximately three quarters of the respondents to the survey were potentially interested in an additional role appeared to launch an internal debate in the administrator being interviewed:

> I don't know if I have ever even thought about that before. I know there are areas who have ... one of the things that I oversee is program review. I know that there are some areas which are asking some part-time/contract faculty to participate in

that. There seems to be a willingness to do other aspects, to do more than just teaching … so maybe it is not surprising … it is not really that surprising. I guess that it depends on the roll that we are talking about. So maybe this is not too much of a surprise.

With the exception of the administrators on the small rural campus it appeared that there was little consideration of part-time faculty as a potential resource in other roles. In the words of one non-academic senior administrator "I don't think that I actually knew a lot about the part-time faculty other than the fact that we had a lot of them." Despite the fact that the colleges employ more part-time faculty than full-time faculty (11,326 versus 6,840; Colleges Ontario, 2008), none of the administrators described a strategic goal or direction with respect to the use of this resource. Although one noted that "the needs of the colleges are changing in terms of what they expect part-timers to do, and how they need part-timers to engage" she only appeared to be referring to including them in more college functions in order to foster a greater sense of inclusion.

Although I noted that the drive for the unionization of part-time faculty did not appear to have a major impact on the views expressed by faculty and administrators, I cannot say the same for the labour relations rules under which the colleges were operating. I received numerous comments from both part-time faculty and administrators that they would like to see additional opportunities for part-time faculty, but they perceived that the rules relating to the classification of non-full time employees into various groups were too rigid and the potential impact on transferring from one group to another was too significant. From the part-time faculty I received comments such as the following:

> The current union contracts prevent the part-time faculty from taking on certain additional duties. I know that some of the additional things that I used to take on for no pay are no longer permitted, even when I do them without compensation.

> I only taught one course and then I did curriculum development. And I was paid a professional fee for all of this work. And we did it. And I got a great deal of satisfaction but I only got to do that because I gave up teaching hours, to be released for this. And it was at a much lower rate of pay, so the opportunities … again a lot of this sort of thing is governed by the contract system. What you can and can't do. You know, I think, a lot of us would want to be more involved but you get paid for twelve hours a week. I think it [the contract] is a big impediment to all of us … to the administrators and to the faculty.

More wistfully, one of the part-time faculty noted, "I guess in the perfect world it would be nice if people could move fluidly from part-time to full-time status and back as their needs changed."

From the administrators I frequently heard comments similar to the following, when they were explaining why they hesitated to use part-time faculty in additional roles: "…there is no reason we wouldn't other than union relationship reasons. In my opinion, … that would probably become a barrier, which would prevent the efficiencies." Some of the comments reflect what appears to be a confused fear about approaching the boundaries:

> And of course there [are] the collective agreement issues as well, right? If you are asking people to do work that is not there, there is the whole issue about, you know, should we hire a full-time person on a contract basis to do other stuff, and there [are] all of those issues with the employment relationship why we haven't done it with full-timers.

I will return to the union relations issue in Chapter Five, but at this point I note that based upon the comments of both faculty and administrators, the restrictions arising from the *Colleges Collective Bargaining Act* (1990) and the collective agreements on the use of part-time faculty appear to be the greatest current impediment to the strategic use of part-time faculty in additional roles beyond their teaching. Comments from administrators related to the desire to use part-time faculty in additional roles, and from part-time faculty with respect to their wish to assume additional roles, were almost always accompanied by cautions related to the differing rules for the differing categories of non-full-time faculty and of the potential impacts of moving from one category to another. This was frequently characterized as a union relationship issue even though the comments suggested that the union locals were most commonly just pushing for adherence to rules established either through the legislation or through the centrally bargained collective agreement.

Interest of administrators

Despite the lack of conscious planning with respect to the use of part-timers in additional roles, when the administrators were exposed to the results of the survey, they were very interested in exploring ways in which they could potentially engage this group

more effectively. As one administrator noted "we are going to have, I think, a struggle for talent management down the road and we may just want to tap into [part-time faculty] and to try and see what we can do to engage folks." And from another "Could they, should they, can they add value? Absolutely, of course, and in fact, sometimes there would be a refreshing influx." And then in almost the same breath the concerns are expressed "Why wouldn't we use those people to do some of the other kinds of work? It will drive up their hours, which will propagate more fuel for unions to say that those part-timers can't teach and do this other work. So that is number one."

One administrator noted that some challenges in using part-time faculty in additional roles may be similar to the challenges faced in using full-time faculty in additional roles that are not related to teaching.

> It is not unlike the considerations, or the requests, that we occasionally get from full-time staff or faculty that just, for whatever reason, may think they have a certain area of expertise that is used in the classroom but the college does not take advantage of it institutionally. So these are sort of a similar list of things, and it is like, well why don't we get our marketing faculty to help us with our marketing plans. You know that sort of thing? Why don't we ask the I/T faculty how we should configure our I/T infrastructure, or something like that. So, you know, that is a similar sort of thing. So, you know, I guess the issue is sometimes we don't go down that road with faculty that want to contribute in some of those non-academic ways. They want to offer their advice, because usually it is people that have a beef with the way, you know, the college is currently operating some part of the business. So they think they are going to come in and fix it, right? And if we could only do it their way things would all be better. Which is ... there probably is some truth to that but there is also, you know, some naivete to that as well. ... But, are there opportunities to use part-time staff in some of these areas? I'd say, certainly some of them would be applicable.

Expecting a faculty member to transition from the role of a concerned employee to that of an unbiased contractor, who takes a fresh look at the organization from the needs of a variety of clients, could well be a concern. Nonetheless, with the judicious selection of individuals for the desired tasks this should not serve as a reason to prevent the use of faculty in additional roles. The same administrator noted that part-time faculty "are a great resource to the college and the challenge is, of course, finding the right mix of full-time and part-time staff".

The potential use of part-time faculty in additional roles is also coloured by the administrator's, and perhaps the institution's, general view about the value of part-time

employees. In response to the question "Can you see using part-time faculty as a source of additional incremental employment?" one administrator replied "Well that would mean that I believed in a whole lot of short-term hires." Another individual from the same institution provided a more nuanced reply:

> On a part-time basis it is pretty hard to have people do administrative kinds of jobs ... there shouldn't be any deterrent for curriculum development, people could do that, and program ... and in fact we have had part-timers as part of our teams for quality assurance and curriculum development kinds of projects. I guess the biggest deterrent was how to really pay them for these activities.

However, other administrators seemed much more interested in additional part-time engagements and expressed a valuing of part-time employees:

> I generally favour more ... more part-time over full-time from the perspective of the flexibility that it gives you. And not just in faculty but in support staff situations because, you know, ultimately if it is a choice between a full-time and two part-time, I would rather have two part-time people. Not because I am trying to avoid benefits ... give them both benefits, I don't care. You know, but you've got the flexibility as an employer to say, 'Well actually, you know what, I need two people here today and you can both have a day off tomorrow, right?' Because, as opposed to 'One of you ... I don't need one of you right now, I need two. Can I clone you today?' So, I mean I just think that that is valuable.

And from a different college, "You know maybe there are opportunities for them to be in a technologist's role, or to be in a quasi-administrative role, or be in a research role, so I think there [are] all kinds of opportunities down the road."

With respect to the impediments that administrators viewed as laying in the path of using part-time faculty in additional roles, the two most commonly mentioned were money and labour relations. Money may seem like a strange reason when an hour of part-time work is virtually always less expensive than paying a full-time worker for the same activity. However, for the colleges it appears to be important in two ways. First, the colleges currently engage part-time faculty in a number of additional unpaid roles. There appeared to be both a practical and moral aversion to asking the part-time faculty to do more without pay. Practically, it could push many part-time faculty to the breaking point where they no longer wish to be engaged with their college. Although they may be very satisfied, and really enjoy the teaching and the students, more demands on their time may make it unfeasible to continue teaching given lives that are busy without the teaching. For those who are desperately seeking full-time appointments, they may do the

extra work but it may result in profound resentment and dissatisfaction. In the words of one part-time faculty member:

> I can't speak for the rest of my faculty. Again with our case, all we ever want is a full-time job ... a tenure track job. You know you have to do this stuff to demonstrate that you can do it, but ... I just can only speak for my department ... there is a lot of happiness in terms of the teaching ... everything else is pretty miserable.

What is the moral aversion to asking part-time faculty to assume additional roles without pay? Most administrators interviewed just did not feel that it was right to do so.

Unfortunately, within the labour relations environment in Ontario there is almost a perverse incentive not to pay part-time faculty for additional roles. If a college does not pay the faculty member, then it can be argued it is not additional work and does not count towards the determination of their status. (As mentioned in the introduction to this chapter, more than six hours per week moves an individual into a partial-load categorization with rates established in the collective agreement, and more than twelve hours per week means that the individual should either be classified as full-time or as contract, termed sessional.) As a result, there is a strong reluctance to have a part-time faculty member assume an additional paid role that would cause their hours subject to compensation in any week to reflect a different category. One administrator described the challenge of trying to use part-time faculty in additional roles on an occasional basis:

> We couldn't hire them for any extra hours rather than the 12 contact hours ... then we can't pay them for an additional 4 or 5 hours, for additional work like program development, and so on. The union would be down our throats so quickly. It would have to be part of the total workload.

As previously described, at the time that this study was being completed the part-time faculty in Ontario did not have the right to unionize. However, the province had expressed the intention to change the legislation so that the prohibition would be removed. As a result, the issues with respect to labour relations were even more complex than might otherwise have been the case. The ongoing labour relations concern that had existed for years was that the increased use of part-time employees, in either teaching or administrative roles, would be viewed by the faculty and support staff bargaining units, respectively, as a loss of work that should be theirs. As a result, the union locals at some of the colleges closely monitored the classification of faculty into the various categories

(full-time, partial load, part-time and sessional) and pushed for the classification of individuals into the categories represented by the bargaining unit (full-time and partial load). Presumably, if the part-time faculty get their own bargaining unit some of the labour relations focus will switch to ensuring adequate compensation and protection in all categories as opposed to the attempt to favour some categories over others, but that remains to be seen. This could result in either a more complicated system of categorization and rules, or in a system that provides greater flexibility to the colleges in structuring non-full time academic work. It is beyond the scope of this study to predict which, although as noted at the start of the chapter, the provincial advisor (Whitaker, 2008) predicted in his report to the government on the unionization of part-time faculty that some loss of the current flexibility in the use of part-time faculty will occur. I will explore the potential implications of the unionization of part-time faculty further in the final chapter.

In concluding this chapter, I want to return to the concept of a leader's role as described by Peter Senge (1990): designer, steward and teacher. Previously in this section I noted that there appeared to be virtually no strategic focus with respect to the use of part-time faculty in additional roles despite the fact that they outnumber full-time faculty almost two to one. Earlier in the chapter, I noted that one of the most highly valued aspects of the full-time position for part-time faculty (beyond the intrinsic satisfaction in teaching) was the autonomy and flexibility that it could provide for them. Further, administrators expressed an interest in exploring the use of part-time faculty in additional roles when they became aware of their interest in doing so. It appears that what is required is the design of an environment in which this resource can be tapped more readily, those elements of the part-time faculty's role that they value are protected or enhanced, and the players within the system are taught how the new opportunities can be utilized. This was reflected in some of the comments of the administrators, in response to the question at the end of the interview with respect to other issues that I should consider:

> I suppose just in having the institutions aware and also looking at what are the barriers, through the collective agreement and so on, and how do we deal with that. In a proactive way, instead of grievances and all of the rest of that. But if the institutions would see that as a potential resource, encouraging greater

dialogue among colleges as to how we can best utilize that resource would be a very important role.

There could be some other things on the other side that would then have us become very structured in terms of our ability to offer, and what part-timers can do, and those kinds of things. And so I would hate for that creativeness or for that ... ability to do that, to be flexible, be eroded.

In the final chapter I examine the conclusions that I have drawn as a result of this study and the resulting implications.

Conclusions and Recommendations

The literature review in Chapter Two revealed that although there has been considerable research and numerous publications concerning part-time faculty there has been little or no exploration of the use of part-time faculty in roles that extend beyond their classroom responsibilities. The examination of the working conditions of part-time workers in other fields suggested that part-time employees tend to be paid less and to be lacking many of the normal benefits associated with a full-time position; however, in most studies permanent part-time employees appeared to be more satisfied than their full-time counterparts (Dex & McCulloch, 1997). These studies also revealed that voluntary part-time workers were much more likely to be satisfied than those who were involuntary part-time workers (von Hippel et al, 2006). Examining levels of satisfaction for part-time faculty led Maynard and Joseph (2006) to conclude that involuntary part-time faculty tended to be as satisfied with most aspects of their job as voluntary part-time faculty, but not with their compensation, opportunity for advancement or job security. The review of leadership theories suggested that part-time faculty are likely to be most effectively led in an environment in which they have an understanding of, and commitment to, the vision and goals of the organization (Owens, 2001; Drucker, 1974; Morgan, 1986; Waterman & Peters, 1982). Schein (1992) explored the importance of organizational culture in transmitting values and Senge (1990) discussed the role of the leader in creating an environment in which employees become aligned with the goals of the organization, and effective in pursuing them. From this review a framework was developed for examining the interaction of part-time faculty with their academic leaders and working environment, as well as their exposure to, and influence on, the mission, goals and values of the organization.

The literature review in Chapter Two also revealed that previous studies had documented the experience of part-time faculty, in general, to be one in which they operated as organizational after-thoughts, feeling ignored by their academic leaders and (frequently) their colleagues, and often provided with few of the normal accoutrements associated with a faculty position (Gappa & Leslie, 1993, 1996; McGuire, 1993; Pratt, 1997; Roueche et al, 1995). Chapter Four confirmed that many of these same deficiencies in the employment conditions existed for part-time faculty in this study.

Nonetheless, the data revealed that over four out of five part-time faculty in the study were satisfied with their part-time teaching role and more than a third were very satisfied. Moreover, almost three-quarters of the part-time faculty surveyed expressed at least a conditional interest in another role.

This chapter will examine the interrelationship between the conclusions from the literature review in Chapter Two and the findings of the study presented in Chapter Four. It will do so in relation to the original problem statement as well as to the conceptual framework for inculcating organizational culture and values as presented in Chapter Two.

Revisiting the Research Questions

In what ways do part-time faculty feel that they could make significant additional contributions to their college?

In response to the question asking part-time faculty if they wished to assume an additional role, the individuals surveyed responded with a resounding expression of interest, with 30% indicating 'yes' and a further 44% indicating 'perhaps'. And, as was presented in Table 8, this interest extends across all four of the faculty groupings when they are categorized according to their reason for choosing part-time. As depicted in Table 11, the areas of greatest interest were those most closely associated with teaching, namely curriculum development, program planning, counselling, research and faculty training. However, for the twenty areas listed, not one failed to have multiple expressions of interest associated with it.

This interest in engaging in additional roles extended across the various disciplines in which the part-time faculty were teaching, as well as across the levels of expressed commitment to the mission and goals of the institution. One of the reasons for examining part-time faculty's interest in assuming additional roles was the potential contribution of the increasing number of part-time faculty who have retired from full-time jobs. Particularly given the aging demographic of the so-called baby boomers, the group of part-time faculty who are professionals retired from full-time careers represents a significant pool of highly experienced professionals. The survey respondents who were in this retired group were as likely as the overall group to indicate "yes" they were

interested in an additional role (30.4% versus 29.9%) but were far less likely to indicate "perhaps" (17.4% versus 44.2%) and more likely to indicate "no" (52.2% versus 26.0%). The part-time faculty who were retired from other careers seemed to be much less interested in the conditions associated with assuming an additional role – they were either interested in doing so or not.

Although my original assumption was that the expressions of interest in additional roles would be closely associated with the areas of expertise of the part-time faculty, this was not always the case. As depicted in Table 12, only a quarter of the areas in which part-time faculty expressed interest in contributing in an additional role were areas in which the respondents self-rated their level of expertise as "expert" and almost a quarter of the interest was in areas in which the part-time faculty self-rated their level of expertise as "novice".

What factors would motivate part-time faculty to make these contributions and what factors would make them feel satisfied in making these contributions?

The interest in contributing in areas in which they may not currently have strong levels of expertise is less surprising when the reasons for wanting to contribute in an additional role were examined. The survey results indicated that the primary reasons for being interested in an additional role were to be involved in something interesting, make a greater contribution to the college, earn additional income, and to gain experience in the area. However, the survey did not provide a prompt for the factor that the interviews revealed was frequently the most powerful motivation for part-time faculty in accepting an additional role, increasing the likelihood of gaining full-time employment. Although there were a variety of reasons indicated with respect to why part-time faculty might want to assume an additional role, it became apparent that for many of those who were hoping to become full-time, their primary motivations for accepting an additional role were their desire to showcase their abilities in support of being offered a full-time position and their fear that to not do so would lower their chance of ever earning a full-time position. This group frequently volunteered for additional roles without compensation. Although interviews revealed that some part-time faculty were quite satisfied taking on additional

roles in this fashion, others had become noticeably embittered at being expected to repeatedly give more for no additional compensation.

Based upon the comments of the faculty interviewed, as well as those of administrators who had either served as part-time faculty or worked closely with them, for those faculty who do want to be full-time, enhancing their chance of doing so can be an incredibly strong motivator.

The expectations of part-time faculty with respect to compensation in an additional role were examined from several perspectives. Although the results presented in Table 13 suggested that only 43% of respondents indicated that earning additional income was a reason for being interested in an additional role, a further question revealed that 84% of those who expressed an interest in an additional role indicated they would expect either to be compensated comparable to full-time employees in a similar role or fully compensated for their expertise. From the combination of the analysis of the survey results and the personal interviews, I am of the view that there are distinct differences in motivation and satisfaction between those who would assume an additional role in hopes of bettering their chance of becoming full-time and those who would choose to do so for other reasons. The former see the additional role as a means to an end and their satisfaction/dissatisfaction would appear to be more closely associated with their teaching role than with the nature of the additional role; for the latter the additional role could be satisfying or dissatisfying based upon the manner in which the additional role is structured.

Many of the part-time faculty who expressed interest in an additional role appeared eager to be engaged more strongly in college activities. Over 90% felt that an additional role would increase their level of commitment, and 44% of respondents thought it would greatly increase their commitment. Similarly, despite a high level of satisfaction currently, over 90% felt that an additional role would increase their satisfaction with their teaching role.

The less than 30 age grouping was the only group with over 50% indicating that a reason for being interested in another role was to gain additional compensation; 80% of this group indicated additional compensation as a reason. For those over age 60 the percentage was reversed with only 20% indicating that earning additional income was a

reason for being interested in another role. However, when queried specifically regarding expectations with respect to remuneration, only 18% of respondents indicated that a nominal or zero compensation rate would be acceptable. In general, most part-time faculty indicated that to be satisfied in an additional role they would require the normal accoutrements associated with the role, including reasonable compensation.

Many part-time faculty perceived that participation in an additional role would enhance their effectiveness as teachers. Approximately two thirds of those interested in another role indicated that they believed that doing so would increase the quality of their teaching.

Are college administrators inclined to engage the part-time faculty in these additional roles?

As presented in Chapter Four, the interviews with administrators revealed considerable interest in exploring and understanding the strong interest indicated by part-time faculty in additional roles beyond the classroom. However, it was equally clear that to-date there has been little or no conscious planning related to how part-time faculty could be engaged in other ways, beyond that associated with ensuring that the use of part-time faculty was not occurring in a fashion that failed to abide by labour relations commitments. Comments regarding the planning for the use of part-time faculty invariably related to using them, perhaps not surprisingly, in their teaching roles to the fullest extent feasible without tripping over the labour relations boundaries that would move the part-time faculty member to another category of employment. This has created a powerful, and yet unfortunate, motivation for using the part-time faculty in additional roles without compensation. The accepted practice appears to follow the premise: if there is no compensation, there is no real work and therefore there is no concern that the part-time faculty member will move to another category of employment. This has frequently resulted in part-time faculty being invited to volunteer their involvement in a number of areas. Some part-time faculty appear to happily engage in these additional activities with a variety of motivations including interest, altruism and fear. The fear appears to relate to the concern that non-participation may lead both to less work and a reduced likelihood of gaining a full-time position. As noted, some administrators expressed concern with the

use of part-time faculty in this manner and attempts have been made at some institutions to ensure that part-time faculty feel that they are being treated fairly.

Looking forward, the institutions that participated in this study appear to be very interested in the changing environment for using part-time faculty that may result from new labour relations agreements that will be created in Ontario as part-time faculty gain the right to form or join unions and bargain collectively. Comments from administrators indicated that they were impressed with the interest shown by part-time faculty in assuming additional roles and the administrators were keen on establishing a system with fewer boundaries so that part-time faculty could more readily increase or decrease their hours. This suggests that in jurisdictions in which these restrictions do not exist there may be considerably greater interest in engaging part-time faculty in additional roles.

Revisiting the Conceptual Framework for Examining the Interaction of Part-time Faculty with their Institutions

At the conclusion of Chapter Two, a conceptual framework was presented for examining the engagement of part-time faculty (Figure 2). This framework examined the interaction of part-time faculty with their environment and academic leaders, as well as with the mission, goals and values of their institution. I will now revisit that framework with respect to the findings from this study.

Although part-time faculty often appear to have limited interaction with other faculty or with the academic leaders, the assumption that this would result in a lesser understanding of, and commitment to, the institution's mission, goals and values is not supported by the study. Part-time faculty report an awareness of the institution's mission, goals and values to a level that would be considered good for full-time faculty. (A direct comparison cannot be made as there are no comparable survey results for full-time faculty.) This commitment may be to the more general goals of the community colleges, related to the preparation of graduates for vocations, than to the specific goals of the college. However, the interviews with part-time faculty brought that assumption into question. Part-time faculty who hoped to become full-time faculty frequently ensure that they were cognizant of the mission, goals and values of the institution as they felt that they may be questioned on them as part of the interview process. Even those who were

not seeking full-time faculty positions seemed to have a strong awareness of the institution's guiding principles. This may be somewhat attributable to the fact that they make a conscious decision whether or not to continue their engagement with the institution after each teaching cycle.

With respect to the ability of part-time faculty to influence the mission, goals and values of their institution, the study findings suggested that part-time faculty had no less of an opportunity than full-time faculty to provide input on the institution's direction. The institutions appear to provide the same opportunities for engagement to part-time faculty as for full-time, and some administrators and part-time faculty were of the view that part-time faculty were as likely to engage in these discussions as full-time faculty.

The study did not examine the extent to which the mission, goals and values are coherent with the environment in which the institution operates, or whether the academic leaders effectively communicate them on an ongoing basis.

The interaction of the part-time faculty with the academic leaders was varied, although fifty percent of the survey respondents reported that they interacted "not at all" with the president, vice-presidents and deans at their college. Those who interacted "to some extent" or "to a great extent" more frequently claimed they understood the mission to "some extent" (100%), as versus those who interacted a little (81%) or not at all (77%), and they more frequently claimed to be at least somewhat committed to the mission (100%) as versus those who interacted a little (85%) or not at all (76%). However, given that over three quarters of those who interact a little or not at all with the academic leaders claim to understand and have a commitment to the mission, goals and values of the institution, it does not appear that such interaction is a necessary condition for generating an understanding of, and commitment to, an institution's mission and goals. My belief is that the finding could be very different in institutions with a less obvious central purpose, or in those areas of the organization that are less directly involved in the pursuit of the mission and the goals.

One of the richest areas of the study, both with respect to the literature review and the findings from the surveys and the interviews, was the examination of the interaction of the part-time faculty with their environment. Part-time faculty, for the most part, are not well integrated into their institutions, with over a quarter of the survey respondents

indicating that they were not at all integrated into the life of their college, and in many cases they were not provided with the normal accoutrements that one would associate with a professional role. On the surface, this would suggest there would be high levels of dissatisfaction as many of the factors that normally would be required to prevent dissatisfaction are absent. However, as indicated in Chapter Four, over 80% of respondents were satisfied with their part-time teaching role. I believe that this apparent anomaly can be explained by the nature of the part-time teaching role itself, combined with the reasons that individuals have chosen to teach part-time.

The three most frequently indicated motivations for teaching part-time were the intrinsic satisfaction in teaching, intellectual stimulation and the desire to guide new entrants into the profession. The environmental factors that would influence these items would include the opportunity to interact with the students, the quality of the students, the nature of the subject matter and the tools available for performing the teaching function itself. All of these can exist independently of the physical support that is addressed by items such as offices, phones, business cards, involvement in meetings, etc. As a result, it is difficult to argue that institutions should spend significant resources to provide physical supports that appear, for many part-time faculty, to be unnecessary for their job satisfaction. Nonetheless, the written comments on the surveys suggested that the part-time faculty who were most satisfied were part of an environment in which they interacted with a strong team of colleagues in a manner that allowed the part-time faculty member to feel that they could have an important impact on the development and delivery of the program. In addition, comments from part-time faculty interested in additional roles indicated that many felt the role would improve the quality of their teaching as a result of a presumed greater knowledge of their institution and the subsequent enhancement of their ability to inform and advise their students.

The final area of interaction that I will examine in relation to Figure 2 is that which occurs between the academic leadership and the environment experienced by part-time faculty. The important elements in this interaction include the design of the environment as well as the acquisition and allocation of suitable resources. It is in this area that I observed the greatest impediments to both the effective use of part-time faculty in their current roles as well as the potential use of the part-time faculty in additional

roles. The environments that I observed in the institutions that I visited were poorly designed with the respect to the effective use of part-time faculty. Part of the design flaw was the result of definitions of categories of employees that stemmed from the *Colleges Collective Bargaining Act* (1990). The categories are confusing for both faculty and administrators and the classifications were described as very arbitrary by several of those interviewed. At one of the institutions a very deliberate effort was undertaken to reduce the impact of the differences between these categories by paying the same rates to those categories of non-full-time faculty represented through collective bargaining as those who were not. At the other two institutions the rates varied substantially between those who were covered by bargaining and those who were not. However, even at the college that tried to pay a common rate, part-time faculty who taught in the continuing education area received a lesser amount.

It is not just the rate of compensation that emphasizes differences between those who are part-time and those who are full-time; job security is also a major difference. Part-time faculty who were seeking full-time employment spoke of winning a full-time job competition as equivalent to winning a lottery. They felt that their financial worries for the future would all drop away if only they could obtain that full-time faculty position. Beyond part-time faculty's concerns for the security of their positions, they were also concerned about the security of their involvement in important tasks. At times their involvement appears to be highly valued and compensation is provided, at other times fear of having them change category results in their exclusion from tasks in which they have previously been engaged, or they are requested to volunteer for activities for which they were previously compensated. As noted in Chapter Two, Dickinson (1999) found that institutions that increased their use of part-time faculty were being driven to greater administrative complexity. Although I agree that the presence of part-time faculty greatly increases organizational complexity and that some supports have been in place to support their use, for the most part I observed a system in which the part-time faculty were expected to fend for themselves in acquiring the administrative supports required. With the exception of the careful tracking of teaching hours, as required for satisfying labour relations commitments, few additional administrative support structures

appear to have been developed, and the consistent nurturing and support of part-time faculty did not appear to an important element in the design of the institutions.

The unionization of part-time faculty may provide the opportunity to develop employment categories that are less arbitrary and more accommodating of change, or it may result in a more rigid set of rules that further deny part-time faculty the opportunities to be engaged in the additional roles in which they are interested. Assuming that the unionization of part-time faculty does occur, one area for future study would be to examine how the factors described in this study change as a result of unionization.

Finally, with respect to the design of an environment in which part-time faculty can flourish, much remains to be done. Pisani and Stott (1998) argue that "part-time faculty can make substantial contributions to institutions because they represent a flexible resource that allows the institution to respond more effectively to the environment" (p. 134). I believe that the flexibility they reference is the flexibility to hire part-time faculty only when required for only as long as required. This flexibility may come with a significant organizational price if it means that the majority of faculty associated with an institution are used in a far less effective manner than they might otherwise. Issues of this nature could be addressed through the conscious design of a system that seeks to maximize the potential contributions of all faculty.

Returning to Senge's (1990) description of a leader's role as combination of designer, steward and teacher, what might this design look like? What should the steward ensure that is not lost? What do the players need to be taught to make this new design successful? With respect to stewardship, the results of this study make it clear that part-time faculty (for the most part) value the autonomy that they have in their current part-time roles. This autonomy allows part-time faculty to increase or decrease their level of involvement in their colleges based upon demands within their personal lives. Part-time faculty who feel that they are part of a close-functioning team of colleagues assign great value to their team inclusion, so where this exists, it should be preserved in any new design, and where it does not exist it should be actively fostered. Administrators, speaking on behalf of their colleges, noted the high value that they place on the expertise that part-time faculty bring to their institutions. Particularly for community colleges this ability to tap into a variety of professional expertise from

individuals who are currently within the field is viewed as invaluable to the maintenance of a high quality, relevant curriculum and delivery.

However, there are other factors that are not valued, and at times are resented, by part-time faculty. Artificial barriers between categories of faculty based upon hours of teaching, or length of employment, could be reduced or eliminated. Ideally, the pay differential between full-time and part-time should also be reduced or eliminated. For many part-time faculty there appeared to be readiness to accept that part-time compensation may differ from full-time to the extent that full-time faculty are expected to perform other duties and roles, but the levels of difference that many currently experience are perceived as unfair. One group of part-time faculty seemed to reflect a higher level of dissatisfaction than others – this was the group of part-time faculty who are working in areas where virtually all of their part-time colleagues want to gain full-time status. My perception was that these faculty were grouped in areas where part-time faculty were not being engaged to bring in specific industry related expertise, but were hired to deliver less vocationally specific academic education. These faculty were more likely to note the impact of low pay, absence of benefits and uncertainty of future employment – either part-time or full-time.

The design of a new system that preserves what is valued and changes those items that are not would almost certainly be less rigid with respect to the classification of part-time faculty than the current system in Ontario. Ideally, part-time faculty should be able to incrementally increase or decrease their level of involvement with their institutions without triggering significant impacts on their rate of compensation or the permitted term of employment. Given the interest expressed by part-time faculty in assuming additional roles, an ability to transition to greater or lesser levels of involvement in both teaching and the additional role would be important. Rates of compensation would need to be comparable to those for full-time employees, with differences based upon differing levels of duties and responsibilities as opposed to arbitrary classifications. A system that could provide opportunities for greater employment security for those who are seeking it would enable part-time faculty to more meaningfully plan their lives. Ideally, faculty who have sought and received these longer terms commitments could participate in benefit plans through a prorated sharing of costs. Although this suggests different categories of part-

time faculty, the categorization could be based upon mutual employment commitments between the institution and the part-time faculty member as opposed to the number of hours of instruction or the period of instruction.

I currently serve as president of an institution in which we have created a category of part-time faculty where the commitments are long-term and the definition of the level of part-time is based upon the percentage of a full-time faculty member's load that the part-time faculty member has been contracted for. Individuals may participate in benefit plans with a prorated sharing of costs and the employment relationship is ongoing as opposed to term. For example a part-time faculty member may be employed for 50% of a standard full-time faculty member load. The part-time faculty member participates in other faculty roles as their time permits during the 50% of their work time that they devote to the college. This relationship is not desired or suitable for all part-time faculty, nor is the institution willing and able to make ongoing employment commitments to all of the part-time faculty, however for some of the part-time faculty this relationship is seen as ideal. They are devoted long-term employees of the college who are able to carry on other desired aspects of their lives in that portion of their week that they are not committed to the college. The cost is higher than part-time faculty might typically be paid, if the comparison is based on a per teaching hour analysis, but the overall value returned to the college may be significantly greater.

An additional design requirement was briefly discussed earlier, in reference to the comments from Dickinson (1999) noting that greater numbers of part-time employees drive greater complexity on behalf of the organization. When employees are full-time it tends to be much easier to design opportunities for them to be included in activities and to receive the information, training and tools required to be successful in their jobs. Part-time employees frequently have commitments relating to other activities in their lives for the times that they are not contracted by their institution. Even the task of getting a team together for a meeting at a common time can become an extreme challenge. Colleges may have to incorporate common interaction times into the basic timetables under which the institutions operate. The complexities of part-time employment drive more complex rules for items such as benefits, professional development, shared offices, and parking. Further, if the interaction between part-time employees and administrators is sparse and

sporadic, additional mechanisms may have to be put in place to transmit the institution's values and cultural norms.

Finally, with respect to the role of the leader as teacher, there appears to be a variety of teaching required. Many administrators may need to be taught to view part-time faculty as full partners in the institution, and systems in which part-time faculty are treated unfairly would need to change. For some institutions, changing the pay rates of part-time faculty to reflect compensation that is perceived as fair may be very difficult; for other institutions this divide may largely have been crossed. For those institutions with unionized faculty, the union leaders may need to be convinced that they can trust the institution to treat part-time faculty fairly within new sets of rules. Union leaders may find that the best service they can offer to their members is to foster an environment in which the part-time faculty's full breadth of needs and wants are addressed, as opposed to focussing primarily on pay and security. Administrators throughout the institution may need to be made aware that part-time faculty represent a largely untapped resource of individuals who are knowledgeable about the organization, committed to its goals, and willing to engage in a variety of additional roles.

Study Limitations

As noted in Chapter Three, the study was limited in that it collected data from only three colleges, each of which was in Ontario. The nature of the part-time faculty to institution relationship in Ontario is significantly impacted by the categorizations inherent in the *Colleges Collective Bargaining Act* (1990). Institutions face constraints on the use of part-time faculty in order to prevent their temporary movement between categories, movement that could prove detrimental to the part-time faculty member, the college, or both. As only three of the 24 community colleges within the province were included in the study, the extent to which the results can be generalized to other colleges within Ontario is uncertain.

In addition, only a limited number of individuals were interviewed. For part-time faculty the interviews served to validate the findings from the survey, and the coherence between the survey results and the interview results were strong. The limitation is largely with respect to the number of administrators that were interviewed. The eight

administrators may not have been representative of administrators in other institutions, or even other administrators within the same institutions.

Although a number of cross-tabulations were performed, the survey of part-time faculty was limited with respect to the demographic information collected and as a result there was no way to perform analyses based upon race or gender as these were not included. (The collection of demographic information was designed to collect data on demographics that were projected to change, such as age and experience.) Given that many of the factors that impact how part-time faculty viewed their role related to their overall mix of commitments within their life, an investigation of possible male/female differences might have been enlightening.

Recommendations for Further Study

As frequently occurs in studies of this nature, there were a number of issues that arose that appear to warrant further study. The five most significant areas that I identified related to the impact of on-line delivery on the nature of part-time faculty employment, the nature of the part-time faculty institutional relationship in continuing education, the relationship of professional development opportunities to the satisfaction/dissatisfaction of part-time faculty, the impact of unionization on the satisfaction/dissatisfaction of part-time faculty, and the differing opportunities for and expectations of part-time faculty in small rural campuses.

The delivery of on-line education opens the possibility for very different relationships between part-time faculty and their institutions. Given that the intrinsic satisfaction in teaching and interaction with the students were two of the most significant reasons that individuals chose to teach part-time, will the nature of the interaction in an on-line environment be less satisfying, and/or will it draw a very different type of part-time faculty member than those attracted by face-to-face interactions with students? In many models for on-line delivery the student-teacher interaction may be both location and time independent. The interaction between part-time faculty and their institutions may consist of little more than a set of instructions informing the faculty member how to deliver their course, or it could involve intense training and frequent meetings to ensure that the quality and style of delivery match the institutions expectations and that the

faculty member is exposed to the values and culture of the institution. I am aware that some of the for-profit institutions have developed elaborate systems for interacting with, and directing, their on-line part-time faculty. This is a fast developing portion of post-secondary education and I believe that the design of appropriate faculty-institution relationships could benefit significantly from research in this area. Specifically in relation to this study, would faculty whose relationship with an institution was only or primarily on-line be more or less interested in contributing in another role?

As noted in both the methodology and findings sections, the nature of the relationship between the institution and those individuals who teach part-time in evening continuing education courses as compared to those who teach in the full-time day programs appears to be significantly different. In general, there were much lower expectations of engagement for those who were involved in continuing education. Several institutions noted that they paid the continuing education faculty less, others did not include continuing education teaching in the hours they used to establish the classification of a part-time employee, and both administrators and faculty appeared to feel there was little sense of team for this group of teachers. To what extent this is unique to Ontario I am not sure, but I suspect that similar differences may exist elsewhere. Given that in many cases the same curriculum is delivered in both full-time and continuing education formats, many questions arise with respect to whether the same educational ends are being achieved with a teaching group that appears to be even less exposed to the culture of their institutions. Investigating the extent to which these differences may exist and the impact that they may have on the quality of the student learning experience could benefit this segment of community college educational delivery.

Several faculty and administrators noted in their interviews that I should "really study the nature of the professional development opportunities that may, or may not, be available for part-time faculty". Although this went beyond the scope of this study I would agree that this is an area that could benefit from further research. Several of the faculty interviews revealed that professional development accounted for some of their greatest and least satisfying experiences with their institutions. The negative experiences were associated with institutional expectations that faculty give up significant portions of

their time for training with little or no compensation. On the positive side, many part-time faculty indicated that personal growth was a significant motivation for teaching part-time and there were numerous positive comments related to high quality professional development experiences in which they had been engaged. The professional development opportunities appeared to also provide for the development of a stronger sense of team among some faculty groupings. A better understanding of the professional development currently available for part-time faculty, the extent to which it is appreciated, and the expectations of part-time faculty with respect to what they could benefit from would all be valuable areas for further research.

The timing of this study, prior to the anticipated unionization of part-time faculty in the Ontario community colleges, provides an excellent base-line for a future study on the impact of unionization on both the terms and conditions of work for the faculty as well as their level of satisfaction. As has been noted, both faculty and administrators expressed both hope and concern with respect to the pending unionization. The hope was frequently associated with a belief that unionization would lead to a fairer work environment with compensation more closely related to that of the full-time faculty. The concerns related to fears of increased rigidity with respect to how and when part-time faculty could be used – threatening the autonomy that was highly valued by many of the part-time faculty. Further research could help to determine the extent to which these hopes and fears materialize, although to a large extent this will be based upon the specific nature of the contracts that are negotiated.

The final recommendation for further study relates to the different nature of part-time relationships, both faculty and non-faculty, on small rural campuses. Although this study suggested that many of the views held by part-time faculty did not vary by the size and nature of the campus, the same cannot be said for the manner in which part-time employees were used on the small rural campuses. Both administrators and faculty on the small rural campus visited noted that in order to address the broad range of support services required, small campuses frequently needed to engage individuals on a part-time basis. If restrictions on the use of part-time employees are negotiated as part of a labour agreement for a province dominated by large urban institutions, what will the impact be on the operations of the small rural institutions? Research on the different nature of the

employment needs and expectations at small campuses could serve to bolster the arguments of these institutions when they are involved in the negotiation of collective agreements that are system-wide.

Concluding Comment

Part-time faculty serve as an invaluable resource to the community colleges in Ontario and their use has continued to grow. This study has demonstrated that part-time faculty, for the most part, appear to be a highly satisfied group of employees who have a strong sense of, and commitment to, the educational mandate of the colleges and who are keen on being engaged in additional ways. My hope is that this study serves to illuminate the opportunities that this presents and provides a framework for how this further engagement could occur.

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Appendices

Appendix A – Survey of Non-Full-Time Faculty

Doctoral Research – Survey of Non-full-time Faculty

Please respond by TBA, 2008.

This survey is being distributed to a total of approximately 800 non-full-time faculty from three Ontario community colleges. The purpose of the survey is to determine if there are other means, outside of teaching, through which part-time faculty feel they would be able to contribute to the college, and the conditions under which they would be willing to make this contribution. The survey starts with a number of demographic questions that will enable the data from this research to be correlated with existing research involving part-time faculty in post-secondary institutions.

Please note, other than the college identifier at the top of the page there are no identification marks on this survey; it has been constructed to be completely anonymous.

Participation in this survey is voluntary and you are free to choose not to respond to any question.

The survey will take five to ten minutes to complete. Thank you for your time in assisting with this research.

Section I – Demographic Data

For the purpose of this survey part-time faculty are being defined consistent with a definition used by Judith Gappa in 1984:

> [An individual] who (1) teaches less than the average full-time teaching load, or (2) has less than a full-time faculty assignment and range of duties, or (3) may have a temporary teaching assignment. The definition *excludes* full-time faculty or staff who are teaching an overload. [The definition also *excludes* faculty who are teaching a reduced load within a full-time position. The definition *includes* faculty who combine part-time teaching at several institutions to maintain the equivalent of a full-time load.]

1.   With respect to this definition, are you a part-time faculty member at this college?

☐   Yes. Please proceed to complete the remainder of the survey.

☐   No. Please tick this box and return the survey (not completed) in the envelope provided.

2.   Age
      Under 30 ☐   30-39 ☐   40 – 49 ☐   50-59 ☐   60-69 ☐   70 or over ☐

3.   I teach mainly in:
Full-time day programs ☐   Continuing Education ☐   A mix of both ☐

4.   Courses taught: _____   _____

                  _____   _____

5.   Teaching discipline(s) and hours/week for each:
    ☐ Applied Arts   _____ hours/week
    ☐ Business/Commercial   _____ hours/week
    ☐ Computer and/or Information Studies _____ hours/week
    ☐ Health Sciences   _____ hours/week
    ☐ Liberal Arts   _____ hours/week
    ☐ Performing Arts   _____ hours/week
    ☐ Social and Community Studies   _____ hours/week
    ☐ Technology   _____ hours/week
    ☐ Visual and Fine Arts   _____ hours/week
    ☐ Other: _____ _____ hours/week

6.   Which of the following descriptions would best describe your reason for teaching part-time? (If more than one applies please tick the most significant factor.)

    ☐ I have retired from my full-time employment position and at this point in my life I wish to teach only on a part-time basis.
    ☐ I am hoping to become a full-time faculty member but at this time I am only able to obtain part-time teaching.
    ☐ I am involved full-time in another career, but I enjoy teaching so I have contracted for this part-time teaching position.
    ☐ At this point, I am not involved full-time in another career but for personal reasons I prefer to teach only on a part-time basis.

7.   Please indicate the significant motivators for you in accepting your current part-time position (tick all that apply):
    ☐ A need to work
    ☐ Autonomy provided through a part-time position
    ☐ Desire to guide new entrants to my profession
    ☐ Intellectual stimulation
    ☐ Intrinsic satisfaction in teaching
    ☐ Opportunity to remain current within my profession
    ☐ Pay
    ☐ Prestige/status
    ☐ Other _____

8. How many years have you been affiliated with *this* college?
    □ Less than one
    □ One (1) to five (5)
    □ Six (6) to ten (10)
    □ More than ten (10)

9. How many years have you served as a part-time faculty member at any community college?
    □ Less than one
    □ One (1) to five (5)
    □ Six (6) to ten (10)
    □ More than ten (10)

10. To what extent do you believe that you understand the mission and goals of this college?
    □ To a great extent
    □ To some extent
    □ A little
    □ Not at all, *skip to question 12*

11. If your answer to question 10 was other than "not at all", please indicate your commitment to the mission and goals:
    □ Strongly committed
    □ Somewhat committed
    □ Neutral
    □ Somewhat opposed
    □ Strongly opposed

12. To what extent do you feel committed to, or integrated with, the campus life at this college?
    □ To a great extent
    □ To some extent
    □ A little
    □ Not at all

13. To what extent have you had an opportunity to interact with the president, vice-presidents and deans at this college?
    □ To a great extent
    □ To some extent
    □ A little
    □ Not at all

14. The distance that I commute to teach at this institution is _____ km.

15. Do you teach at another institution? ☐ Yes ☐ No

If 'yes', where:_____ and for how many hours/week: _____.

16. How satisfied are you with your current part-time teaching role?
Very satisfied ☐   Satisfied ☐   Neutral ☐   Unsatisfied ☐   Very unsatisfied ☐

17. What are the main factors contributing to this level of satisfaction/dissatisfaction?

18. How has your level of involvement changed over your time teaching at this college?
Increased ☐   Remained the same ☐   Decreased ☐
Comments?

Section II – Non-teaching Roles

19. Would you be interested in contributing to the college through involvement in a role not directly associated with your teaching?
Yes ☐   Perhaps ☐   No ☐
(*If your answer is "no" please do not complete the remainder of the questionnaire, except for question24.*)

20. Please identify roles in which you think you could make a valuable contribution. (Tick all that apply, and for each one indicate the level of expertise that you possess within that area.)

		Expert	Knowledgeable	Novice
☐	Accounting	Expert __	Knowledgeable __	Novice __
☐	Counselling	Expert __	Knowledgeable __	Novice __
☐	Curriculum Development	Expert __	Knowledgeable __	Novice __
☐	Event Planning	Expert __	Knowledgeable __	Novice __
☐	Faculty Training	Expert __	Knowledgeable __	Novice __
☐	Finance	Expert __	Knowledgeable __	Novice __
☐	Fund Raising	Expert __	Knowledgeable __	Novice __
☐	Government Relations	Expert __	Knowledgeable __	Novice __
☐	Human Resources	Expert __	Knowledgeable __	Novice __
☐	Information Technology	Expert __	Knowledgeable __	Novice __
☐	Institutional Assessment	Expert __	Knowledgeable __	Novice __
☐	Management Training	Expert __	Knowledgeable __	Novice __

☐ Marketing	Expert __	Knowledgeable __	Novice __
☐ Media Relations	Expert __	Knowledgeable __	Novice __
☐ Partnership Development	Expert __	Knowledgeable __	Novice __
☐ Program Planning	Expert __	Knowledgeable __	Novice __
☐ Recruitment	Expert __	Knowledgeable __	Novice __
☐ Research	Expert __	Knowledgeable __	Novice __
☐ Sports and Recreation	Expert __	Knowledgeable __	Novice __
☐ Strategic/operational planning	Expert __	Knowledgeable __	Novice __
☐ Other _____	Expert __	Knowledgeable __	Novice __

21. My primary reason(s) for wanting to make this extra contribution would be to:
   ☐ Earn additional income
   ☐ Make a greater contribution to the college
   ☐ Be involved in something interesting
   ☐ Gain experience in this area
   ☐ Gain recognition for the contributions I can make
   ☐ Other _____

22. With respect to payment for this role I would expect to:
   ☐ Be fully compensated for the expertise that I bring
   ☐ Be paid comparable to full-time staff performing comparable roles
   ☐ Be paid a nominal amount that would be less than both the rate at which my expertise would normally be valued and the rate at which full-time staff would be compensated
   ☐ Not be compensated

23. In order to derive satisfaction from performing in this role I would require to be (check all that apply):
   ☐ Compensated at a reasonable rate
   ☐ Provided an office
   ☐ Provided with an email account
   ☐ Provided with a computer and an Internet connection
   ☐ Provided a phone extension and voice mailbox
   ☐ Provided with business cards
   ☐ Provided with secretarial support
   ☐ Regularly involved in college meetings related to my role
   ☐ Receiving employee information circulars
   ☐ Other: _____

24. Currently, in my part-time faculty role I am provided with:
   ☐ An office
   ☐ An email account
   ☐ A computer and an Internet connection
   ☐ A phone extension and voice mailbox

- ☐ Business cards
- ☐ Secretarial support
- ☐ Involvement in college meetings related to my role
- ☐ Employee information circulars

Other: _____

25. I believe that contributing in an additional role would impact my overall sense of commitment to the college by:
- ☐ Greatly increasing my commitment
- ☐ Moderately increasing my commitment
- ☐ No impact
- ☐ Moderately decreasing my commitment
- ☐ Other: _____

26. I believe that contributing in an additional role would impact my satisfaction with my teaching role by:
- ☐ Greatly increasing my satisfaction
- ☐ Moderately increasing my satisfaction
- ☐ No impact
- ☐ Moderately decreasing my satisfaction
- ☐ Greatly decreasing my satisfaction
- ☐ Other: _____

27. I believe that contributing in an increased role would impact the quality of my teaching role by:
- ☐ Greatly increasing the quality
- ☐ Moderately increasing the quality
- ☐ No impact
- ☐ Moderately decreasing the quality
- ☐ Greatly decreasing the quality

If there is anything else that you would like to share with me regarding your role as a part-time faculty member please provide comments below, and/or on a separate sheet.

Thank you for taking the time to complete this survey and for your contribution to the understanding of the wishes and concerns of part-time faculty. The summarized results of this survey may be viewed at http://home.cogeco.ca/~bobbernhardt/Survey Results.htm in two months time.

Appendix B – Survey Covering Letter

Dear non-full-time faculty member:

My name is Bob Bernhardt and I am contacting you to seek your assistance in gathering data for my dissertation within a doctoral program at the Ontario Institute for Studies in Education / University of Toronto. The study, for which the attached survey has been designed, is intended to identify other ways in which part-time faculty feel that they would be willing and able to contribute to the health of their college, and of the conditions that would motivate them to do so. The surveys are being distributed to non-full-time faculty at three community colleges in Ontario. Approximately 800 surveys are being distributed; 300 will be sent to part-time faculty at the large college that has been selected, 270 at the medium sized college and 215 at the small college. Responses will be included from all respondents who indicate they meet the following definition of part-time faculty:

> An individual who teaches less than the average full-time teaching load, or has less than a full-time faculty assignment and range of duties, or may have a temporary teaching assignment (e.g. sessional faculty). This *excludes* full-time faculty or staff who are teaching an overload. It also *excludes* faculty who are teaching a reduced load within a full-time position. The definition *includes* faculty who combine part-time teaching at several institutions to maintain the equivalent of a full-time load.

I have received approval of [College Contact], on behalf of [College Authority], and this survey is being sent to randomly selected non-full-time faculty at [College]. *Survey responses are anonymous, and as identified on the survey participation is voluntary and there are no consequences for choosing not to participate.* In addition, survey respondents are free to choose to not respond to any questions they so choose. I would be extremely appreciative if you would spend the five to ten minutes required to complete the survey and return it to me in the pre-addressed stamped envelope provided.

Considerable research has been conducted across North American post-secondary institutions with respect to the conditions under which part-time faculty work, the relative success they have in promoting student learning and the levels of satisfaction of part-time faculty. However, there has been little, or no, analysis of contributions that part-time faculty may wish to make within their institutions, other than those tasks which are directly associated with the students in the classes they are teaching. Given the increasing numbers of part-time faculty who are moving out of full-time employment in other roles, the significant expertise which they have developed within their profession, and the increasing need for post-secondary institutions to find creative ways of lowering administrative overhead, the time seems ripe for examining the potential that may, or may not, exist for utilizing this pool of expertise in other ways beyond the classroom.
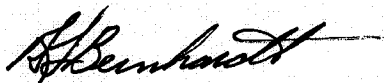
I am completing my doctorate on a part-time basis as I continue to work full-time in education. I have roughly 25 years experience as an academic administrator in institutions within Ontario and overseas. I am interested in the employment conditions for part-time faculty within community colleges, and I want to explore whether the colleges and the part-time faculty could benefit if part-time faculty who were interested in being involved in institutions in other ways, were given the opportunity to do so. It is in this context that this survey is being conducted.

This study will be conducted under the supervision of Professor Emeritus Michael Skolnik. Should you have questions or concerns he may be contacted at:
Michael L. Skolnik, Professor Emeritus
Department of Theory & Policy Studies
Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)
252 Bloor Street West, 6th floor
Toronto, Ontario M5S 1V6
Phone: 416-923-6641, Ext. 2308
e-mail: mskolnik@oise.utoronto.ca

The summarized results of this survey may be viewed at
http://home.cogeco.ca/~bobbernhardt/Survey Results.htm in two months time.

Thank you for your consideration of this request.

Yours truly,

Bob Bernhardt
Doctoral Candidate
Department of Theory and Policy Studies in Education, OISE/UT
416-498-1255 Ext.-234
bbernhardt@ccnm.edu

Appendix C – Email Content for Inviting Faculty Participation for Focus Groups

Dear part-time faculty member:

My name is Bob Bernhardt and I am contacting you to seek your assistance in gathering data for my dissertation within a doctoral program at the Ontario Institute for Studies in Education / University of Toronto. The study is intended to identify other ways in which part-time faculty feel that they would be willing and able to contribute to the health of their college, and of the conditions that would motivate them to do so. Surveys have being distributed to part-time faculty at three community colleges in Ontario. The results have now been compiled and I am seeking three to seven volunteer part-time faculty to participate in a focus group for one to one and a half hours at the college in order to explore the findings.

The purpose of the focus group is to explore the rationale behind some of the viewpoints indicated and to look for clarification where responses left unanswered questions.

Participants in the focus group must be part-time faculty, however there is no need for them to have completed the prior survey, or to identify whether or not they chose to respond.

The focus group is being recorded and may later be transcribed. All responses will be treated as anonymous with no identifying reference (beyond a participant number) with respect to who offered them. Multiple responses from the same individual may be linked, but no personal identifying information will be added to the linkage. *Participation is completely voluntary. Your college will not be informed with respect to whether you decide to participate or not and there are no consequences for not participating. Participants are free to not respond to any questions or to leave at any time.*

Considerable research has been conducted across North American post-secondary institutions with respect to the conditions under which part-time faculty work, the relative success they have in promoting student learning and the levels of satisfaction of part-time faculty. However, there has been little, or no, analysis of contributions that part-time faculty may wish to make within their institutions, other than those tasks which are directly associated with the students in the classes they are teaching. Given the increasing numbers of part-time faculty who are moving out of full-time employment in other roles, the significant expertise which they have developed within their profession, and the increasing need for post-secondary institutions to find creative ways of lowering administrative overhead, the time seems ripe for examining the potential that may, or may not, exist for utilizing this pool of expertise in other ways beyond the classroom.

I am completing my doctorate on a part-time basis as I continue to work full-time in education. I have roughly 25 years experience as an academic administrator in institutions within Ontario and overseas. I am interested in the employment conditions for part-time faculty within community colleges, and I want to explore whether the colleges and the part-time faculty could benefit if part-time faculty who were interested
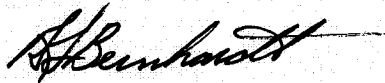
in being involved in institutions in other ways, were given the opportunity to do so. It is in this context that this research is being conducted.

This research is being conducted under the supervision of Professor Emeritus Michael Skolnik. If you have any concerns or questions about this research, he may be contacted at:

Michael L. Skolnik, Professor Emeritus
Department of Theory & Policy Studies
Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)
252 Bloor Street West, 6th floor
Toronto, Ontario M5S 1V6
Phone: 416-923-6641, Ext. 2308
e-mail: mskolnik@oise.utoronto.ca

Thank you for your consideration of this request.

Yours truly,

Bob Bernhardt
Doctoral Candidate
Department of Theory and Policy Studies in Education, OISE/UT
416-498-1255 Ext.-234
bbernhardt@ccnm.edu

Appendix D – Email Content for Inviting Faculty Participation in Interviews

Dear non-full-time faculty member:

My name is Bob Bernhardt and I am contacting you to seek your assistance in gathering data for my dissertation within a doctoral program at the Ontario Institute for Studies in Education / University of Toronto. The study is intended to identify other ways in which part-time faculty feel that they would be willing and able to contribute to the health of their college, and of the conditions that would motivate them to do so. Surveys have being distributed to part-time faculty at three community colleges in Ontario. The results have now been compiled and I am seeking two to three volunteer non-full-time faculty to participate in phone interviews for 15 – 25 minutes in order to explore the findings.

The purpose of the interviews is to explore the rationale behind some of the viewpoints indicated and to look for clarification where responses left unanswered questions.

Participants must be non-full-time faculty, however there is no need for them to have completed the prior survey, or to identify whether or not they chose to respond.

The interviews are recorded and transcribed. All responses will be treated as anonymous with no identifying reference (beyond a participant number) with respect to who offered them. *Participation is completely voluntary. Your college will not be informed with respect to whether you decide to participate or not and there are no consequences for not participating. Participants are free to not respond to any questions or to terminate the interview at any time.*

Considerable research has been conducted across North American post-secondary institutions with respect to the conditions under which part-time faculty work, the relative success they have in promoting student learning and the levels of satisfaction of part-time faculty. However, there has been little, or no, analysis of contributions that part-time faculty may wish to make within their institutions, other than those tasks which are directly associated with the students in the classes they are teaching. Given the increasing numbers of part-time faculty who are moving out of full-time employment in other roles, the significant expertise which they have developed within their profession, and the increasing need for post-secondary institutions to find creative ways of lowering administrative overhead, the time seems ripe for examining the potential that may, or may not, exist for utilizing this pool of expertise in other ways beyond the classroom.

I am completing my doctorate on a part-time basis as I continue to work full-time in education. I have roughly 25 years experience as an academic administrator in institutions within Ontario and overseas. I am interested in the employment conditions for part-time faculty within community colleges, and I want to explore whether the colleges and the part-time faculty could benefit if part-time faculty who were interested in being involved in institutions in other ways, were given the opportunity to do so. It is in this context that this research is being conducted.

This research is being conducted under the supervision of Professor Emeritus Michael Skolnik. If you have any concerns or questions about this research, he may be contacted at:

Michael L. Skolnik, Professor Emeritus
Department of Theory & Policy Studies
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252 Bloor Street West, 6th floor
Toronto, Ontario M5S 1V6
Phone: 416-923-6641, Ext. 2308
e-mail: mskolnik@oise.utoronto.ca

Thank you for your consideration of this request.

Yours truly,

Bob Bernhardt
Doctoral Candidate
Department of Theory and Policy Studies in Education, OISE/UT
416-498-1255 Ext.-234
bbernhardt@ccnm.edu

Appendix E – Email Content for Inviting Administrator Participation in Interviews

Email seeking volunteers for the interviews.

My name is Bob Bernhardt and I am contacting you to seek your assistance in gathering data for my dissertation within a doctoral program at the Ontario Institute for Studies in Education / University of Toronto. The study is intended to identify other ways in which part-time faculty feel that they would be willing and able to contribute to the health of their college, and of the conditions that would motivate them to do so. Surveys have being distributed to part-time faculty at three community colleges in Ontario. The results have now been compiled and I am seeking three senior administrators to participate in interviews (30 to 45 minutes in duration) at the college.

The purpose of the interview is to examine the extent to which the forms of additional involvement, as identified by the survey respondents, would be of value to the college.

The interviews are being conducted with up to three senior administrators at each of the colleges at which surveys were distributed. The interview is being recorded and may later be transcribed. All responses will be treated as anonymous with no identifying reference with respect to either the individual or the college. *Participation is completely voluntary. Your college will not be informed with respect to whether you decide to participate or not and there are no consequences for not participating. Participants are free to not respond to any questions or to leave at any time.*

Considerable research has been conducted across North American post-secondary institutions with respect to the conditions under which part-time faculty work, the relative success they have in promoting student learning and the levels of satisfaction of part-time faculty. However, there has been little, or no, analysis of contributions that part-time faculty may wish to make within their institutions, other than those tasks which are directly associated with the students in the classes they are teaching. Given the increasing numbers of part-time faculty who are moving out of full-time employment in other roles, the significant expertise which they have developed within their profession, and the increasing need for post-secondary institutions to find creative ways of lowering administrative overhead, the time seems ripe for examining the potential that may, or may not, exist for utilizing this pool of expertise in other ways beyond the classroom.
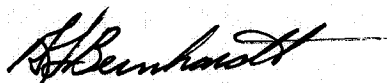
I am completing my doctorate on a part-time basis as I continue to work full-time in education. I have roughly 25 years experience as an academic administrator in institutions within Ontario and overseas. I am interested in the employment conditions for part-time faculty within community colleges, and I want to explore whether the colleges and the part-time faculty could benefit if part-time faculty who were interested in being involved in institutions in other ways, were given the opportunity to do so. It is in this context that this research is being conducted.

This research is being conducted under the supervision of Professor Emeritus Michael Skolnik. If you have any concerns or questions about this research, he may be contacted at:

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Phone: 416-923-6641, Ext. 2308
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Thank you for your consideration of this request.

Yours truly,

Bob Bernhardt
Doctoral Candidate
Department of Theory and Policy Studies in Education, OISE/UT
416-498-1255 Ext.-234
bobbernhardt@cogeco.ca

Appendix F – Questions for Part-Time Faculty Interviews

1. A page has been distributed showing the results from the demographic portion
    of the written survey (questions 1 through 16).
    a) How representative is this sample of the part-time faculty in your college?
    b) To the extent that it is not representative, why isn't it?

2. The following factors were identified as contributing to the
    satisfaction/dissatisfaction of part-time faculty:
    >   Supportive colleagues
    >   Stimulating environment
    >   Autonomy/flexibility
    >   Interaction with students
    >   Teaching in my discipline
    >   Ability to contribute to program development
    >   Pay
    >
    >   Low pay
    >   Overwork
    >   Disconnection from colleagues
    >   Administrative burdens

    To what extent do you view these factors as holding true at your college?

3. The following factors were identified as reasons for individuals to choose to
    teach part-time:
    >   Intrinsic satisfaction of teaching
    >   Intellectual stimulation
    >   Desire to guide new entrants to the profession

    To what extent do you view these factors as holding true at your college?

4. 30% of respondents indicated they would be interested in contributing to the
    college through involvement in a role not directly associated with their
    teaching, and another 40% answered "perhaps". The most frequent areas
    identified for additional contributions were curriculum development, program
    planning counseling and research. How does this finding fit with your own
    expectations with respect to the views of part-time faculty?

5. The primary reasons indicated for wanting to make the extra contributions
    were to be involved in something interesting, make a greater contribution,
    earn additional income and to gain experience in a new area. Do these
    reasons match your expectations with respect to the views of part-time
    faculty?

6.   In order to derive satisfaction from serving in this additional role respondents indicated that they would need to be reasonably compensated, included in meetings/activities and provided email/computer access.

    a) Do these needs match your expectations with respect to what would be required?

    b) How do you believe the college would respond to these needs?

7.   Respondents indicated that performing in the additional role would impact on their commitment to the college by increasing it greatly (43.9%) or moderately (47.4%). How do you believe commitment would be impacted?

8.   Respondents indicated that the additional role would impact their satisfaction with their teaching role by increasing it greatly (37.2%) or moderately (53.1%) and their quality of teaching by increasing it greatly (25.5%) or moderately (40.0%). Does this match your expectations?

9.   Has the survey missed covering anything that you feel is relevant with respect to potential contributions of part-time faculty in roles beyond their basic teaching role?

10.   Do you have other thoughts that you would like to share with respect to potential contributions of part-time faculty in roles beyond their basic teaching role?

Appendix G – Questions for Administrator Interviews

1. A page has been provided to you indicating the results from the demographic portion of the written survey (questions 1 through 16).
    a) How representative is this sample of the part-time faculty in your college?
    b) To the extent that it is not representative, why isn't it?

2. The following factors were identified as contributing to the satisfaction/dissatisfaction of part-time faculty:
    Supportive colleagues
    Stimulating environment
    Autonomy/flexibility
    Interaction with students
    Teaching in my discipline
    Ability to contribute to program development
    Pay

    Low pay
    Overwork
    Disconnection from colleagues
    Administrative burdens
    To what extent do you view these factors as holding true at your college?

3. The following factors were identified as reasons for individuals to choose to teach part-time:
    Intrinsic satisfaction of teaching
    Intellectual stimulation
    Desire to guide new entrants to the profession
    To what extent do you view these factors as holding true at your college?

4. 30% of respondents indicated they would be interested in contributing to the college through involvement in a role not directly associated with their teaching, and another 40% answered "perhaps". The most frequent areas identified for additional contributions were curriculum development, program planning counseling and research.
    c) Which, if any, of these areas seem like likely ones where you could draw on the services of part-time faculty?
    d) What do you see as the greatest impediment in using faculty in these additional ways?

5. In order to derive satisfaction from serving in this additional role respondents indicated that they would need to be reasonably compensated, included in meetings/activities and provided email/computer access.
    e) Do these needs match your expectations with respect to what would be required?

f) Recognizing that different needs would relate to different roles, to what extent do you believe that the college could respond to these needs?

6. Respondents indicated that performing in the additional role would impact on their commitment to the college by increasing it greatly (43.9%) or moderately (47.4%). What value, if any, do you see for the college if the commitment of these individuals is increased?

7. Respondents indicated that the additional role would impact their satisfaction with their teaching role by increasing it greatly (37.2%) or moderately (53.1%) and their quality of teaching by increasing it greatly (25.5%) or moderately (40.0%). To what extent do these findings match your expectations?

8. Given the findings that you have reviewed, and your knowledge of college operations, how likely is it that the college would make additional use of part-time faculty in roles beyond their basic teaching role? Why?

9. Do you have other thoughts that you would like to share with respect to potential contributions of part-time faculty in roles beyond their basic teaching role?